Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**PS/IS 266**
DBN (*i.e. 01M001*):	**26Q266**
Principal:	**NICOLE SCOTT**
Principal Email:	**NSCOTT@SCHOOLS.NYC.GOV**
Superintendent:	**DANIELLE GIUNTA**
Network Leader:	**MARLENE WILKS**

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.

2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.

3. Add rows as needed to ensure that all SLT members are listed.

4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Nicole Scott	*Principal or Designee	
Paul Winter-Asst. Principal	Assistant Principal	
Teresa Fauvell	*UFT Chapter Leader or Designee	
Racquel Chariah	*PA/PTA President or Designated Co-President	
Sandra Sirkisoon	Parent	
Julia Campise	Parent	
Maria Ugalde	Parent	
Jennifer Bianco	Teacher	
Harriet Livingstone	Teacher	
Faye Palagian	Teacher	
Erica Lobosco	Parent	
Maria Papadopoulos	Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, students will improve in their ability to write grade appropriate arguments and opinion pieces that are well-supported by relevant and logical reasoning, as measured by growth of at least one benchmark on performance assessments and unit/benchmark assessments aligned to Common Core Learning Standards- Writing .1 (CCLSW.1) from our literacy programs in grades K-8 (Ready Gen and Code-X).

Comprehensive Needs Assessment

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

Analysis of student data revealed that our students' writing was not yet able to show the required level of argument writing sophistication in order to meet the demands of the Common Core Learning Standards. Students struggled to write accurate and/or focused claims and to organize their evidence at the required grade level of sophistication. This need was identified by analyzing the results of interim performance-based literacy assessments, chapter/module/unit assessments and item analysis of yearly-ELA standardized test scores. For example, on the extended response questions, 25% of our students tested were able to receive Level 3 or 4. These means that 75% of our students are either below or approaching standards in this area. Additional assessments were conducted with the actual Common Core Learning Standards and the learning gaps presented by analysis of the standards. Analysis of student published writing samples from grades K-8 were also utilized for needs assessment purposes. Please see the following list of data sources used to complete a comprehensive needs assessment:

- **Analysis of student on-demand writing samples from grades K-8 (collected quarterly)**
- **2012-2013 School Progress Report**
- **2013-2014 School Quality Snapshot**
- **Analysis of 2012-2013 NYS ELA Standardized test scores**
- **Analysis of 2013-2014 NYS ELA Standardized test scores**
- **2013-2014 Quality Review Report**
- **2012-2013 School-wide Inquiry focus (school-wide teams, grade level teams and department teams)**
- **2013-2014 School-wide Inquiry focus (school-wide teams, grade level teams, department teams)**

Instructional Strategies/Activities

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

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

1. **Teacher Team Unit Planning ,Revision and Analysis of Student Work:**

- **Continued annotation of our writing curriculum maps for Ready Gen and Scholastic Code-X to reflect upon teacher practice, as well as include necessary strategies and structures that meet the needs of our student population across grades K-8.**

Units of study will be continually annotated throughout the year as part of teacher professional periods, teacher team meetings during Extended Day, and professional development days.

- **Teachers in grades 1-5 will meet with our Literacy Coach on a monthly basis to review Ready Gen and Scholastic Code-X writing performance-based tasks and to assure that instruction is aligned to assessment expectations. (Sept-June)**
- **Grade and department level Inquiry team meetings will focus on standards-based Data Driven Instruction. Our focus will be to consistently assess, analyze and create action plans based on student mastery of appropriate grade level standards. Teachers will be engaged in 4 data cycles throughout the year to complete this work. (Sept-June)**
- **Writing assessments will be collected from teachers in grades 3-8 (across content areas in middle school) four times a year for the purpose of analyzing the results of on-demand writing assessments, as well as student published writing pieces. Teachers will analyze student work by including a skills checklist cover sheet for each writing piece collected. This will allow teachers, as well as school administration an opportunity to analyze student progress and instructional practices. Data reported through School Net, Castle Learning and Running Records. Ready Gen, Scholastic literacy assessments and classroom sources will be utilized as well. (Quarterly)**

2. Professional Development:

- **Professional development will be provided throughout the school year on the CCLS with a major focus on literacy shifts 4 & 5, which focus reading closely and engaging in rigorous conversation grounded in text.**
- **Teachers will be provided with opportunities to share effective instructional strategies and materials, writing lessons, conferencing techniques and small group strategy lessons in department and grade meetings, as well as Professional Learning Communities & staff development days. (Ongoing)**
- **Teachers will be provided with professional books and videos. Teachers will be given two Staff Community Reads each month that provide best practice information in the areas of academic achievement and our Instructional Focus for the 2014-2015 school year. (Sept-June)**
- **Technology training and software programs such as Castle Learning, Brain Pop, Brain Pop, Jr. Brain Pop Español, World Book Online, and Safari Montage will be incorporated into our instructional program to enhance student-writing skills, as well as provide a home-school connection for our families. These programs will be available for our students throughout the school year. (Ongoing)**

3. Monitoring:

- **School administrators will conduct informal and formal observations to monitor writing instruction and to provide feedback to teachers. Informal and formal observations are conducted according to each classroom teacher's observation option selection. (Ongoing)**
- **Student writing goals will be periodically monitored for each grade, which should reflect student progress. (Ongoing)**

4. Student Support Services:

1. **Writing support will be provided through small group Academic Intervention Strategies (Response To Intervention) instruction with UFT District Representative who is a licensed reading teacher, as well as through our school Librarian, Special Education teachers, Paraprofessionals, and school Learning Leader volunteers. Students will be pulled for small group instruction a minimum of 2-3 times a week for 8-week cycles from September-June. (Ongoing)**

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

- **Assistant Principal**

- **Literacy Coach**
- **Math Coach**
- **K-8 teachers**
- **School-wide Inquiry Team**
- **Grade Level Inquiry Teams**
- **Department Inquiry Teams**
- **Network Instructional Support Staff**
- **Ready Gen PD offered by the NYC DOE**
- **Code-X PD offered by the NYC DOE**
- **Network Instructional Cohort meetings**

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

- **Sept/Oct- Baseline Assessments K-8 – data will be analyzed to prioritize students in need of additional services and to identify specific trends across assessed writing traits, in order to impact instructional decisions. Data will be used to create appropriate student action plans that will be monitored on a monthly basis for effectiveness.**
- **Dec/Jan- Diagnostic/Interim Assessments- K-8 (Ready Gen/Code-X Performance-based assessments, unit assessments, Speaking & Listening routine rubrics)**
- **Mar- Diagnostic/Interim Assessments- K-8(Ready Gen/Code-X) Performance-based assessments, unit assessments, Speaking & Listening routine rubrics)**
- **May/June- End Year Assessments- K-8**

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

1. **See instructional strategies/activities in Section A**

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

Strategy	Programmatic Details/Resources
1. Teacher Team Planning	• Ready Gen Curriculum Materials & Trainings • Scholastic Code-X Curriculum Materials & Trainings
2. Professional Development	• Ready Gen Curriculum Materials & Trainings • Scholastic Code-X Curriculum Materials & Trainings • Ready Test Preparation Materials • NYC Department of Education Literacy Trainings • Children's First Network 2.09 Literacy professional development • Children's First Network 2.09 Literacy Instructional Support Specialist • Children's First Network 2.09 Principal meetings • Children's First Network 2.09 Assistant Principal meetings • Children's First Network 2.09 Literacy Instructional Cohort meetings • Job-Embedded Talent Coach Teacher Effectiveness training • Council of Supervisors and Administrator's Executive Leadership Institute APPR training sessions
3. Monitoring	• PS/IS 266 monthly Schoolwide Inquiry Team meetings

	• Charlotte Danielson's Framework for Effective Teaching, Revised 2013 Edition • Advance Web Application Tool • Association of Supervision and Curriculum Development instructional materials (books, DVD's, CD's) • School Net
4. Student Support Services	• Castle Learning • World Book Online • Brain Pop, Brain Pop, Jr., Brain Pop Espanol • Safari Montage • Samuel Field Y • DOE's Common Core Library • National Common Core State Standards website • Engage NY

Strategies to Increase Parental Involvement

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

- **Beginning of the year Principal's letter informing parents of new Department of Education curriculum mandates and instructional expectations (Sept)**
- **Principal and Assistant Principal speaking at monthly PTA meetings informing parents of instructional practices to meet academic expectations. (Monthly)**
- **"Feature Teacher" at monthly PTA meetings to explain and share classroom curriculum practices and to advise parents of "at-home" strategies that can assist parents and to strengthen student academic skills. Network personnel will be utilized as well. (Monthly)**
- **Monthly parent workshops conducted by our Parent Coordinator, Pre-K Social Worker, Teachers, School Leaders, Network staff, Instructional Coaches, PTA and other outside resources to strengthen parent understanding of the rigor of the CCLS. (Ongoing)**
- **Monthly morning "Re-cap" PTA meetings for parents who are not able to make the monthly night meetings. (Monthly)**
- **Quarterly "Curriculum Corner" Newsletter from the school to our families keeping them abreast of national, state and citywide educational initiatives, as well as curriculum and instructional information about our school. (Quarterly)**
- **Parent workshops to educate our parents on new technology software programs such as Castle Learning, Pop Pop, Brain Pop, Jr. Brain Pop Español and Study Island will be incorporated into our instructional program to enhance student-writing skills, as well as provide a home-school connection for our families. (Ongoing)**
- **Monthly "Coffee with the Principal" instructional informational sessions. (Monthly)**
- **Monthly School Leadership Team meetings where teacher members share best practices in their classroom for specific Danielson rubric components and/or CCLS standards-based instruction. (Monthly)**

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

NYSTL Textbook, Citywide Instructional Expectations, Fair Student Funding and PTA allocations

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, students in grades K-8 will improve in their ability to construct grade appropriate viable arguments and critique the reasoning of others as measured by growth of at least one benchmark on Go Math unit/benchmarks and teacher created assessments aligned to CCLS Mathematical Practice 3.

Comprehensive Needs Assessment

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

Analysis of student data revealed that our students struggle to effectively communicate their reasoning when problem solving. This challenge occurs in both spoken and written arguments across grades in constructing appropriate, viable arguments and mathematical proof as measured by the Common Core Learning Standards. A thorough analysis of our item level data revealed that more than 40% of our students across grades 3-8 received partial credit on questions requiring written explanations or mathematical arguments. This evidence was gathered using the following assessment tools:

- **Analysis of student math work and chapter/unit assessment data from grades K-8 (grades 6-8, Math only)**
- **Analysis of student Exemplars work K-8 (grades 6-8, Math only)**
- **Go Math Baseline Assessments, Interim Assessments, and End-Year Assessments)**
- **School Net data (Baseline Assessments, End-Year Assessments)**
- **2012-2013 school Progress Report**
- **2013-2014 School Quality Snapshot**
- **Analysis of 2012-2013 NYS Math Standardized test scores**
- **Analysis of 2013-2014 NYS Math Standardized test scores**
- **2013-2014 Quality Review**

Instructional Strategies/Activities

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

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

1. **Teacher Team Unit Planning ,Revision and Analysis of Student Work:**

- **Continued annotation of our math curriculum maps for Go Math! to reflect upon teacher practice, as well as include necessary strategies and structures that meet the needs of our student population across grades K-8. Units of study will be continually annotated throughout the year as part of teacher professional periods, teacher team meetings, and professional development.**
- **Grade and department Inquiry team meetings will focus on standards-based Data Driven Instruction. Our focus this year will be to consistently assess, analyze and create action plans based on student mastery of appropriate grade level standards.**

Teachers will be engaged in 4 data cycles throughout the year to complete this work. (Sept-June)

- **Use of data collected from interim assessments to plan and drive math instruction. (Ongoing)**

2. Professional Development:

- **Teachers in grades 1-5 will meet with our Math Coach on a monthly basis to review Go Math! (grs. K-8) math performance-based tasks and to assure that instruction is aligned to assessment expectations. (Sept-June)**
- **Professional development will be provided throughout the school year on the CCLS with a major focus on Mathematical Practice 3- constructing viable arguments and critiquing the reasoning of others. (Ongoing)**
- **Teachers will be provided with opportunities to share effective math instruction through during professional development intervisitations and team meeting times. (Ongoing)**
- **Technology software programs such as Castle Learning, Pop Pop, Brain Pop, Jr. Brain Pop and Study Island will be incorporated into our instructional program to enhance student-math writing skills, as well as provide a home-school connection for our families. (Ongoing)**
- **Utilization of CFN professional development in the math CCLS. (Ongoing)**
- **Professional Learning Community (PLC) with a focus on Mathematical Practice 3 for teachers to research, learn, and share best practices.**

3. Monitoring:

- **Data reported through School Net, Castle Learning, and classroom sources will be utilized as well to allow teachers and school administration an opportunity to analyze student progress and school instructional practices. (Ongoing)**
- **School administrators will conduct informal and formal observations to monitor math instruction and to provide appropriate feedback to teachers. Informal and formal observations are conducted according to each classroom teacher's observation option selection. (Ongoing)**
- **Student math goals will be periodically monitored for each grade, which should reflect student progress. (Ongoing)**

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

- **Principal**
- **Assistant Principal**
- **Math Coach**
- **K-8 teachers**
- **School-wide Inquiry Team**
- **Grade Level Inquiry Teams**
- **Department Inquiry Teams**
- **Network Instructional Support Staff**
- **Network Instructional Cohort meetings**

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

- **Sept/Oct- Baseline Assessments K-8 data will be analyzed to prioritize students in need of additional services and to identify specific trends across assessed writing traits, in order to impact instructional decisions.**
- **Dec/Jan- Diagnostic/Interim Assessments- K-8 (Go Math! Performance-based assessments, unit assessments, Speaking &**

Listening routine rubrics)

- **Mar- Diagnostic/Interim Assessments- K-8 (Go Math! Performance-based assessments, unit assessments, Speaking & Listening routine rubrics)**
- **May/June- End Year Assessments- K-8**

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

1. **See Instructional Strategies/Activities in Section A**

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

Strategy	Programmatic Details/Resources
1. Teacher Team Planning	• Go Math! Curriculum Materials & Trainings
2. Professional Development	• Go Math! Curriculum Materials & Trainings (K-8, 7th Grade Accelerated, Integrated Algebra) • Ready Test Preparation Materials • NYC Department of Education Math Trainings • Children's First Network 2.09 Math professional development • Children's First Network 2.09 Math Instructional Support Specialist • Children's First Network 2.09 Principal meetings • Children's First Network 2.09 Assistant Principal meetings • Children's First Network 2.09 Math Instructional Cohort meetings • Job-Embedded Talent Coach Teacher Effectiveness training • Council of Supervisors and Administrator's Executive Leadership Institute APPR training sessions
3. Monitoring	• PS/IS 266 monthly Schoolwide Inquiry Team meetings • Charlotte Danielson's Framework for Effective Teaching, Revised 2013 Edition • Advance Web Application Tool • Association of Supervision and Curriculum Development instructional materials (books, DVD's, CD's) • School Net
4. Student Support Services	• Castle Learning • World Book Online • Brain Pop, Brain Pop, Jr., Brain Pop Espanol • Kahn Academy • Safari Montage • Samuel Field Y • DOE's Common Core Library • National Common Core State Standards website • Engage NY

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
• **Beginning of the year Principal's letter informing parents of new Department of Education curriculum mandates and instructional expectations (Sept)** • **Principal speaking at monthly PTA meetings informing parents of instructional practices to meet academic expectations. (Monthly)** • **"Feature Teacher" at monthly PTA meetings to explain and share classroom curriculum practices and to advise parents of "at-home" strategies that can assist parents and strengthen student academic skills. (Monthly)** • **Monthly parent workshops conducted by our Parent Coordinator, Teachers, School Leaders, Network staff, Instructional Coaches, PTA and other outside resources to strengthen parent understanding of the rigor of the math CCLS. (Ongoing)** • **Monthly morning "Re-cap" PTA meetings for parents who are not able to make the monthly night meetings.** • **Quarterly "Curriculum corner" Newsletter from the school to our families keeping them abreast of national, state and citywide educational initiatives, as well as curriculum and instructional information about our school math academic focus.** • **Parent workshops to educate our parents on how math technology software programs such as Castle Learning, Pop Pop, Brain Pop, Jr. Brain Pop Español and Study Island will be incorporated into our instructional program to enhance student math writing skills, as well as provide a home-school connection for our families. (Ongoing)** • **Monthly "Coffee with the Principal" instructional informational sessions. (Monthly)** • **Monthly School Leadership Team meetings where teacher members share best practices in their classroom for specific Danielson rubric components and/or CCLS standards-based instruction. (Monthly)** •

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
NYSTL Textbook, Citywide Instructional Expectations, Fair Student Funding and PTA allocations											

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, classroom teachers will show growth of at least one performance level on the components on the Danielson Framework for Effective Teaching identified as needs at the beginning of the year, as measured by the HEDI/ MOTP rating scale and teacher feedback on the ADVANCE platform as evidenced through classroom observations and student achievement data sources. All teachers will improve instructional practices and possess a shared understanding of the domains and components of Charlotte Danielson's 2013 edition of The Framework for Effective Teaching research-based rubric as evidenced through classroom visits, informal observations, formal observations and state and local measures of teacher practice.

Comprehensive Needs Assessment

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

With the continued implementation of the new Teacher Evaluation System that uses the research-based Danielson Framework for Effective Teaching, and the continued rigor of the Common Core Learning Standards, school administration realizes the need to continue to develop teacher pedagogy in our building to meet these initiatives and to differentiate instruction to meet the needs of our culturally and academically diverse learners. In particular, our teachers consistently received developing ratings in the following components: Designing Coherent Instruction (1e)-21%, Questioning & Discussion Techniques (3b)-31%, Engaging Students in Learning (3c)-21%, and Using Assessment in Instruction (3d)-56%. The following assessment tools were used to gather this vital information:

- **Analysis of teacher 2013-2014 informal observation reports**
- **Analysis of 2013-2014 teacher formal observation reports**
- **NYC Department of Education 2014-2015 Teacher Effectiveness Instructional Expectations**
- **2012-2013 School Progress Report**
- **2013-2014 School Quality Snapshot**
- **Most current Teacher Data Reports**
- **2013-2014 Quality Review**
- **The Common Core Learning Standards**
- **2014-2015 Teacher Goals & Objectives**

Instructional Strategies/Activities

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

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

1. ***Professional Development:***

- **Teachers will be engaged in a series of professional development workshops in the areas of improving teacher practice using a NYC Department of Education approved research-based rubric. (Ongoing)**
- **Teachers will be engaged in Professional Learning Communities (PLC's) that focus on specific Danielson rubric components to research, learn and share best practices. (Ongoing)**

- **Utilization by administration and teachers of the Framework for Effective Teaching materials available on the NYC DOE's Common Core Library website and the Advance Web Application tool. (Ongoing)**

2. **Monitoring:**

- **Teachers will receive feedback for each classroom observation with possible next steps for improving teacher practice that are grounded in the Danielson Framework for Effective Teaching. School administrators will conduct informal and formal observations to monitor math instruction and to provide appropriate feedback to teachers. Informal and formal observations are conducted according to each classroom teacher's observation option selection. (Ongoing)**
- **Administration will conduct informal and formal teacher observations on an ongoing basis based on teacher observation option selections and demonstrated teacher need. (Ongoing)**
- **Administration and teachers will engage in consistent debriefing sessions about classroom visits feedback information. (Ongoing)**
- **School instructional cabinet will meet on a weekly basis to develop plans for teachers continued growth and development. (Ongoing)**

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

- **Principal**
- **Assistant Principal**
- **Literacy Coach**
- **Math Coach**
- **School-wide Inquiry Team**
- **Grade Level Inquiry Teams**
- **Department Inquiry Teams**
- **Network Instructional Support Staff**
- **Ready Gen PD offered by the NYC DOE**
- **Code-X PD offered by the NYC DOE**
- **Network Instructional Cohort meetings**
- **Danielson Group trainings**
- **District Talent Coach**
- **Central Teacher Development Coach**

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

- **Sept/Oct- Initial Planning Conferences (IPC's) and teacher goal setting – Teacher's initial goals will be used to identify cohorts for professional learning/ component studies around identified needs**
- **Jan/Feb- Teacher Mid-Year Goal Setting meetings**
- **May/June- Final Conferences**

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

- **See instructional strategies/activities in Section A**

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

Strategy	Programmatic Details/Resources
1. Professional Development	• NYC Department of Education Teacher Framework Trainings • Children's First Network 2.09 Literacy Coach/Lead Teacher meetings • Children's First Network 2.09 Math Coach/Lead Teacher meetings • Children's First Network 2.09 Instructional Support Specialists

	• Children's First Network 2.09 Principal meetings • Children's First Network 2.09 Assistant Principal meetings
2. Monitoring	• Charlotte Danielson's Framework for Effective Teaching, Revised 2013 Edition • Advance Web Application Tool • Association of Supervision and Curriculum Development instructional materials (books, DVD's, CD's) • School Net • NYC DOE Measures of Teacher Practice professional development opportunities
3. Teacher Support Services	• DOE's Common Core Library • National Common Core State Standards website • Engage NY • PS/IS 266 Professional Learning Communities

Strategies to Increase Parental Involvement

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

- **Beginning of the year Principal's letter informing parents of new Department of Education curriculum mandates and instructional expectations (Sept)**
- **"Feature Teacher" at monthly PTA meetings to explain and share classroom curriculum practices and to advise parents of "at-home" strategies that can assist parents and strengthen student academic skills. (Monthly)**
- **Parent workshops conducted by our teachers, Parent Coordinator, PTA and other outside resources to strengthen parent understanding 2012-2013 Citywide Instructional Expectations. (Ongoing)**
- **Teacher contributions to our quarterly "Curriculum corner" Newsletter from the school to our families keeping them abreast of national, state and citywide educational initiatives, as well as curriculum and instructional information about our school.**
- **Monthly "Coffee with the Principal" instructional informational sessions co-facilitated by teachers. (Monthly)**
- **Monthly School Leadership Team meetings where teacher members share best practices in their classroom for specific Danielson rubric components and/or CCLS standards-based instruction. (Monthly)**

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

NYSTL Textbook, Citywide Instructional Expectations, Fair Student Funding and PTA allocations

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	• **Fundations** • **AIS ELA Services** • **RTI Reading Services** • **Fountas & Pinnell Intervention System** • **Saturday Success Program** • **Online Resources** • **Peer tutoring**	• **Small group instruction** • **Small class instruction** • **One-to-one/small group tutoring**	• **During School** • **After School** • **Saturday Program**
Mathematics	• **Technology Programs** • **AIS Math Services** • **Saturday Success Program** • **Online Resources** • **Peer Tutoring**	• **Small group instruction** • **Small class instruction** • **One-to-one/small group tutoring**	• **During School** • **After School** • **Saturday Program**
Science	• **Small strategy student groups** • **Differentiation** • **Tutoring**	• **Small group instruction** • **One-to-one/small group tutoring**	• **During School** • **After School** • **Saturday Program**
Social Studies	• **Small strategy student groups** • **Differentiation** • **Tutoring**	• **Small group instruction** • **One-to-one/small group tutoring**	• **During School** • **After School** • **Saturday Program**
At-risk services *(e.g. provided by the Guidance Counselor, School*	• **Grades K – 8 at-risk counseling**		

Psychologist, Social Worker, etc.)	• **Grades 3-8 small at-risk speech** • **Grades K-8 at-risk SETSS** • **RTI Behavioral Services (offered by Psychologist, Social Worker, and Youth Development Counselor)**	• **Small group instruction** • **One-to-one/small group tutoring**	• **During School**

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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).

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

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

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

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required for Title I Schools ONLY)*

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information ⓘ

District 26	Borough Queens	School Number 266
School Name PS/IS 266		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Nicole Scott	Assistant Principal Paul Winter
Coach Kerry Rama, Literacy Coach	Coach Richard Rampartap, Math Coach
ESL Teacher Joan Carter	Guidance Counselor Natalie Mir
Teacher/Subject Area Ann Marie Venezia, SETSS	Parent
Teacher/Subject Area	Parent Coordinator Lori Nestor
Related Service Provider Elyssa Gallagher, S/L	Other
Network Leader(Only if working with the LAP team) Marlene Wilks	Other

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	655	Total number of ELLs	17	ELLs as share of total student population (%)	2.60%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In		4					3							7
Pull-out	8	4	8		4	4	1							29
Total	8	8	8	0	4	4	4	0	0	0	0	0	0	36

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	**Newcomers (ELLs receiving service 0-3 years)**	15	**ELL Students with Disabilities**	4
SIFE	0	**ELLs receiving service 4-6 years**	2	**Long-Term (completed 6+ years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	15	0	2	2	0	2	0			17

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	15	0	2	2	0	2	0	0	0	17
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	1													1
Russian														0
Bengali														0
Urdu	1		1											2
Arabic														0
Haitian														0
French														0
Korean	1	2					1							4
Punjabi	1	1			1	1								4
Polish														0
Albanian														0
Other	2	1	1		1		1							6
TOTAL	**6**	**4**	**2**	**0**	**2**	**1**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**17**

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)	2						1							3
Intermediate(I)		2	1											3
Advanced (A)	4	2	1		2	1	1							11
Total	**6**	**4**	**2**	**0**	**2**	**1**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**17**

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

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

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	2								2
4	1								1
5								1	1
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					1				1
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				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

   We utilize the TCRWP benchmark assessments and levels to assess the literacy skills of our ELLs. This literacy assessment includes letter-sound recognition, phonemic awareness skills and reading readiness for the primary grades and includes retelling, comprehension, and fluency/accuracy skills/rates for the upper elementary grades. This provides insight as to specific skills that ELLs

need to acquire, as well as working on developing their language/vocabulary skills. This data helps to inform our school instructional plan as we assess using quarterly cycles to track and monitor student growth and progress. After the assessments have been administered, teachers are then engaged in creating relevant action plans to address student needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   The patterns across proficiency levels reveal that students generally score higher in the modalities of Listening and Speaking than in Reading and Writing.
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)
   Three students were proficient and tested out of the program in the spring of 2013. Two students scored Advanced from Intermediate, and one student progressed to Intermediate from Beginner. NYSESLAT data reveals that overall students score lower on the reading/writing modalities. Rigorous instruction is implemented in reading and writing. To target reading, these students will receive AIS/RTI services from our SETTS and ESL teachers, as well as from our Literacy Coach and our School Librarian. ESL and Classroom teachers work with ELLs in small groups to target writing deficiencies during the regular school day, as well as during extended day. The ESL program is essential in providing the necessary instruction for ELLs to support comprehension in their classrooms. The ESL Teacher aligns grade curriculum to the ESL classroom and reinforces skills learned in the classroom. The ESL Teacher meets with classroom teachers to discuss each ELL student's language proficiency and needs, including specific language difficulties, such as language structures and vocabulary. (Results on the RNMR are not available; therefore, AMAO tool cannot be used.)
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?

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*.)
   Examination of students' backgrounds--including educational history, first-language proficiency, socio-economic status and culture--is vital to delivering the appropriate intervention for our ELLs. Data from formal (LAB-R, NYSESLAT and the ELL Period Assessment starting from grade 3) and informal assessments are gathered to guide instruction of each individual English language learner. If evidence supports the need for students to move on to Tier 2 and Tier 3 levels, they then receive more targeted and intensive academic support.
6. How do you make sure that a child's second language development is considered in instructional decisions?
   We ensure that a student's second language development is considered when making instructional decisions by including our ESL teacher in teacher congruence meetings for instructional planning, grade and department level conferences, and all school instructional professional development. Our ESL teacher is also afforded the opportunity to attend outside professional development throughout the school year.
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.).
   Feedback from classroom teachers is positive, in that the performance of ELL students has steadily improved. The proficiency level reached by students, and those progressing to a higher level, on the NYSESLAT are also indicators that the programs implemented are successful.

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.)
   A student's eligibility for initial testing on the LAB-R is based on the Home Language Survey. If the survey indicates a home language other than English, a survey in that language is given to the parent/guardian, if available. Qualified school personnel, including the ESL Teacher, conducts an informal interview to obtain background information on the student. If necessary, the DOE's Translation and Interpretation Unit is utilized for over-the-phone interpretation. If the home language is one other than English based on the survey, and based on the interview with the parent and child, the LAB-R is administered to the student. When students fall below the cut scores for their grade level on the LAB-R, they are placed in the ESL Program. For Spanish-speaking students who fail the LAB-R, the Spanish LAB is administered by either one of our Spanish teachers. An orientation for parents of new ELLs is scheduled. Interpreters are present, if necessary, for communication with the Principal, Parent Coordinator, or ESL Teacher who are present at this meeting. A video is shown describing all three program choices, one in English and in other relevant home languages, if available. If parents/guardians cannot attend this orientation, the ESL teacher is available to meet with the parent at a mutually convenient time.
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.
   Entitlement letters are sent to parents/guardians of students who do not pass the LAB-R. Letters are sent in English and in the home language, if available. The entitlement letters explain all three programs. In addition, parents are invited to an orientation immediately after LAB-R testing of all eligible students. A video describing all three programs in shown either in English or their native languages, if necessary and if available. The ESL Teacher and Parent Coordinator are ready to answer any questions regarding the programs. Interpreters are present, if necessary.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
   Entitlement letters and Parent Survey and Program Selection forms are mailed to parents. If the parents are able to attend the orientation, the forms are collected at that time. When parents cannot attend, they are instructed to return the survey and selection forms due on the date of orientation. If they do not return the forms, the ESL teacher follows up with a note home or a phone call. Once collected, Parent Surveys and Program Selection forms are filed in the students' cumulative folders and office copies are retained.
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.
   Parents are informed that their program of choice will be honored if at all possible. However, all students eligible for ESL services are placed in a Freestanding ESL Program, the only one available at PS/IS 266. Parents are informed that a bilingual program will be initiated if there are sufficient numbers of parents who request a bilingual program.
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.
   All ELLs are administered the NYSESLAT in the spring. The speaking portion is administered individually. All other portions of the test are administered in groups according to the levels of 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.
   The majority of parents have continued to request the Freestanding ESL Program offered here. We currently have six new ELL students in Kindergarten and a new sixth-grade student (as of 12/11/13--parent orientation to be scheduled). Four of the parents have returned surveys, all of whom request the Freestanding ESL Program as their first choice.

Part V: ELL Programming

A. Programming and Scheduling Information

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

    Both the push-in and pull-out models are used. Students are grouped by grade heterogeneously.
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)?

    The push-in model is implemented whenever possible. However, in some instances, ELLs in different grade levels must be combined (first-and second-grade intermediate students, fourth and fifth-grade advanced students) in order for the mandated number of instructional periods/minutes to be met. Advanced ELL students receive the mandated 180 minutes of ELA instruction per week.
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.

    For the lower grades, decoding skills are developed using explicit and intensive instruction in phonological awareness and phonics. In the middle and upper grades, challenging texts are utilized to teach comprehension strategies. Academic language is vital to classroom discourse. It is vital for teachers to engage in structured, academic talk. Also, ESL and classroom teachers work with ELLs in small groups to target deficiencies during the regular school day, as well as during extended day. Literature-based materials—including library books—a listening center with books on CD/tape and photo dictionaries are some of the materials used. There is an abundant supply of multicultural books. ELL instruction is aligned to ESL/ELA Learning Standards and the new Common Core Learning Standards. The ESL teacher uses visuals and realia at all levels to support students' understanding of content. Charts and graphic organizers enable students to understand information in manageable chunks and make concepts more comprehensible. Thinking Maps are also utilized. The ESL Teacher focuses on language functions and structures, taught within the context of lessons. She also scaffolds academic language to support students' participation in content areas. Technology (CDs and various websites on the Internet) is also a part of the ESL classroom. Students receive additional support services from classroom teachers, as well as AIS staff, and our Literacy Coach.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

    The ELL Periodic Assessment, as well as classroom assessments, are utilized to evaluate ELL students throughout the year.
6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.
d. Describe your plan for long-term ELLs (completed 6+ years).
e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Newcomers receive small group instruction and are assigned a "buddy" for support. If there are classmates who speak the same language as our newcomers, they are partnered with the ELL student for further support. The ESL Teacher differentiates instruction which corresponds to students' proficiency levels. Visuals, realia, CDs/books on tape, and TPR (Total Physical Response) are some of the ESL methods employed. The Fundations reading program is implemented in all Kindergarten classes. ELLs receiving more than three years of service attend the extended day program. Peer tutoring, differentiated instruction, and small group instruction is implemented There are presently no SIFE students. The plans for SIFEs would include differentiated instruction, extended day instruction, and participation in summer school.

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?

   For students with disabilities who are also English language learners, the IEP is reviewed to determine the strategies and materials used. These students are seen by teachers who provided the necessary related services, as well as SETSS.

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?

   SETSS and related-services teachers, as well as the ESL teacher, push into the classrooms whenever possible.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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

   All instruction is delivered in English. Instruction is aligned to the ESL and Common Core Learning Standards in all content areas. Teachers scaffold academic language to support ELL students' participation in the content areas. Homework is differentiated. For ELA, math and all other content areas, RTI and small group instruction are delivered to Beginner and Intermediate ELL students. All ELL students are invited to the Extended Day, After-School AIS, and Saturday Academy programs.

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

    Our current program yields a high level of effectiveness as our students show improvement on the NYSESLAT each year.

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

    This year our ESL teacher will be servicing our students on a full-time basis, thus allowing her to service more grade appropriate student groupings.

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

    Currently there are no plans to discontinue any programs or services for ELLs.

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

    All ELLs in the building are afforded equal access to all school programs. During school hours, they attend assemblies, gym, and talent—either computer or art. All students are invited to try out for after-school sports teams (basketball, volleyball, badminton, and cross-country track).

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

    Literature-based materials—including library books—a listening center with books on tape, and photo dictionaries are some of the materials used. There is an abundant supply of multicultural books. Students go to computer class, and the ESL Teacher also uses computer programs on CD and the Internet. There is a small supply of dual-language books in English and Spanish.

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

    During the initial stages of the writing process, newcomers are allowed to write in their native languages and then have their work translated into English. Bilingual picture dictionaries and dual language books are available in the classroom

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

    All academic supports are grade appropriate and/or student academic-level appropriate with built-in scaffolds to consistently grow the students' level of sophisication and grade appropriate skills sets.

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

    Newly enrolled students are supported with appropriate instruction and support of the family through parent-teacher meetings and workshops.

18. What language electives are offered to ELLs?

    N/A

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

    N/A

C. Professional Development and Support for School Staff

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

Staff development takes place on an ongoing basis. General Education staff, as well as ESL staff members, receive training throughout the academic year. Professional development takes place in and outside the school. For in-house training, the focus is on methodologies that can be implemented on a daily basis in the General Education classroom with an emphasis on teaching through multiple modalities, teaching to student learning styles, as well as student interests. Professional Development that is aligned to the Common Core Learning Standards is provided to all teachers. Both General and Special Education staff members receive the 7.5 hours of ELL training required.

9/4 & 9/5: Staff development days
11/5: Election Day staff development
12/12: Staff Development day
3/20: Staff Development day
6/5: Brooklyn/Queens Day - Staff Development day
Ongoing: - Monthly Faculty Conferences
- Monthly Department Conferences
- Weekly Teacher Team meetings
Topics: CCLS, Teacher Effectiveness, Personal and Academic Behaviors, Data Driven Instruction, Differentiation

We are a K-8 school; therefore, transition from elementary to middle school runs smoothly. Teachers collaborate and share knowledge of students to ensure proper placement for each student.

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?

PTA meetings are held once a month. The parents and families of our ELL students have several opportunities to become familiar with all programs that the New York City Department of Education offers. There is a parent orientation at the beginning of the school year for parents/guardians of new ELLs, and parent workshops are scheduled during the year to assist parents to participate in their child's education. Translated materials are distributed to students and parents in their native languages. Parents of ELLS are encouraged to attend meetings scheduled to inform parents of school events and policies so that they may be involved in the decision-making process. Interpreters are available for all teacher/parent meetings. Oral translations are provided by the DOE Office of Translation and Interpretation Unit and by parent volunteers and school personnel, when appropriate and available. Written translations, as made available by the DOE and where necessary by parent volunteers, are provided. Parents are informed of the availability of translation services and given a request form to complete if these services are needed. The staff works with the Parent Coordinator to address the needs of all our parents. Activities that consider the students' cultural and language background--including Multicultural Day--are planned to celebrate all students in the school.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: 266		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nicole Scott	Principal		11/14/13
Paul Winter	Assistant Principal		11/14/13
Lori Nestor	Parent Coordinator		11/14/13
Joan Carter	ESL Teacher		11/14/13
	Parent		
Ann Marie Venezia, SETSS	Teacher/Subject Area		11/14/13
Elyssa Gallagher, S/L	Teacher/Subject Area		11/14/13
Kerry Rama	Coach		11/14/13
	Coach		1/1/01
Natalie Mir	Guidance Counselor		11/14/13
Marlene Wilks	Network Leader		
	Other _____		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 **Network:** CFN 2.09

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

Part A: Needs Assessment Findings

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

We utilize the information from the Home Language Identification Surveys to determine preferred. Also, at registration, forms are completed which ask the preferred language for oral and written communication, which are then entered into ATS. The UPPG report in ATS in then referred to for identifying parents' translation needs.

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

We have found that through parent surveys, the majority of our parents request that school notices be sent home in English, even if this is not the home language of the family. Most of the parents who request interpretation and translation services speak Korean, approximately 20, and the numbers decline from there. Others, such as Urdu, Spanish and Hindi, follow closely behind. School staff are made aware of these findings at staff conferences and at grade and department meetings.

Part B: Strategies and Activities

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

The school will provide translation services for school notices and any necessary written parent communications. We have utilized monies from our Title III funds to request written translations from the DOE's Translation and Interpretation Unit. Parent volunteers and staff members who are bilingual or multilingual are available, when needed, to translate information going home.

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

We will provide interpretation services for parent teacher conferences and any parent meetings as needed. If requested, we will also provide interpretation services for PTA meetings. We have utilized the free over-the-phone interpretation services, as well as on-site interpreters, which are paid for with monies from our Title III funds. Staff members and parent volunteers also help in providing oral interpretation.

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

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