

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

27Q066

School Name:

P.S. 066 JACQUELINE KENNEDY ONASSIS

Principal:

PHYLLIS LEINWAND

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Jacqueline Kennedy Onassis School Number (DBN): 27Q066
Grades Served: Pre-K-5
School Address: 85-11 102 Street Richmond Hill, NY 11418
Phone Number: 718-849-0184 Fax: 718-846-6889
School Contact Person: Phyllis Leinwand Email Address: pleinwa@schools.nyc.gov
Principal: Phyllis Leinwand
UFT Chapter Leader: Marygrace O’Gara
Parents’ Association President: Anna Ramirez
SLT Chairperson: Phyllis Leinwand
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Moraima Mojica
Student Representative(s): N/A

District Information

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

Borough Field Support Center (BFSC)

Queens South Field
BFSC: Support Center Director: Ms. Marlene Wilks
Director’s Office Address: 82-01 Rockaway Blvd. Ozone Park, NY 11416
Director’s Email Address: MWilks@schools.nyc.gov
Phone Number: 718-281-3259 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Phyllis Leinwand	*Principal or Designee	
Marygrace O’Gara	*UFT Chapter Leader or Designee	
Anna Ramirez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Patricia Sheehan	Member/Assistant Principal	
Donna Reynolds	Member/Secretary	
Allegra Boriello	Member/Teacher	
Eliana Figueroa	Member/Parent	
Christina Delgado	Member/Parent	
Mayra Perez	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maria Cintorn	Member/Parent	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

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

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

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

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

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

We celebrate the Student of the Month by recognizing an outstanding student from each class.

We recognize perfect attendance.

An awards assembly is held annually recognizing students growth and achievement.

The school staff organizes Arts Collaborations to enrich curriculum.

- "Young Audiences" presentations are linked to social studies and other areas in the humanities.

School trips to museums and other cultural institutions are planned throughout the year.

- "Arts Horizon" professional teaching artists bring characters to life as they create puppets inspired by existing literature with students.

- Our Arts Curriculum focuses on a famous artist every month. After studying the artist's life and style, our students produce their own art in the same style. Classical music related to literacy is also provided on a

weekly basis such as Prokofiev's Peter and the Wolf. Through dramatics we work on retelling skills and increase auditory comprehension of a story. We use art projects to inspire our writing. We listen to music that reviews both literacy and math concepts.

- Through the Principal's Book of the Month, we link social studies to multi-cultural and heritage studies (i.e.: Black History Month, Women's History, Hispanic History, etc.)
- Native American Museum Walk: after studying Native Americans, the fifth grade students prepare a "museum" of artifacts, models, etc., for the entire school to visit.

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

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

We have established an attendance initiative based on last year's attendance data. Any child that was absent 10 or more days in 2014 – 2015 was categorized as "At Risk." Every "At Risk" student was assigned a mentor teacher. The teacher is responsible for meeting with the student periodically, calling the home when he/she is absent and providing positive feedback when the student is succeeding. The importance of attendance is clear; students need to be present in school to benefit from the curriculum, meet academic expectations and other requirements.

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

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

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

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

We have been honored with the following awards:

- In 2013, we achieved the National Blue Ribbon
- In 2012, we were one of the Ten Best Schools in NYC
- In 2012, we were a NYS Reward School
- In 2009, we were honored with the Title I school of Distinction Award
- From 2009-2014, we received an "A" on NYC's Progress Report
- In 2008, we were recognized by the State and the City as a Title I school of distinction for exceeding the adequate yearly progress target for two or more years in ELA and Math.
- We received the High Performance Gap Closing School Award for school year 2005-2006.
- The New York State Business Council has recognized our reading improvement with the esteemed Pathfinder Award of 2002.

Challenges we face :

With the trends toward an increase in our ELL population, we will continue to emphasize strategies for the classroom teacher in all curriculum areas to address the needs of these children. We have established an ELL program for children

in homes where English is a second language to promote literacy in the English language. Students are engaged in many group activities and a strong literacy and language program which is directly related to all curriculum areas.

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

Growth:

Based on our Elementary school quality snapshot, all students, including the lowest performing students, English Language Learners (ELLs) and students with disabilities, showed improvement on the state ELA and Math exams. This was determined by comparing each student's test score in 2014 to test scores of other students with the same test score in 2013. Thirty-seven percent of our students met State standards on the ELA, a figure well above the city average of 30%. Forty-two percent met state standards on the math exam. Again, this was above city average of 39%. Based on School Data for 2014, the greatest overall growth for NYS ELA was in grade 4 with an increase of 13.5% when compared to the 2013 exam. Fourth grade also made the greatest progress on the 2014 NYS Math exam with an increase of 8.8% as compared to the 2013 exam. Also our students with disabilities showed an increase on the 2014 ELA exam with an increase of 5.8% over the 2013 exam.

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

27Q066 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	549	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	75.3%	% Attendance Rate		93.8%
% Free Lunch	76.6%	% Reduced Lunch		10.8%
% Limited English Proficient	18.0%	% Students with Disabilities		24.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.6%	% Black or African American		7.4%
% Hispanic or Latino	66.5%	% Asian or Native Hawaiian/Pacific Islander		17.5%
% White	5.6%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.86	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		10.49
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	36.8%	Mathematics Performance at levels 3 & 4		41.5%
Science Performance at levels 3 & 4 (4th Grade)	100.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

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

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

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

We will continue to encourage:

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

A data-driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. Due to the fact that many of our students are new to our country, many of our ELLs are rebus level readers. We want to advance them to grade level and proficiency using Fountas and Pinnell Benchmarks. We also want to prepare them for NYS assessments. After reviewing and analyzing NYS **English Language Learner** assessment results, NYC and school benchmark tests, teacher-made/grade level tests, student portfolios, classroom performance we found a decrease of 1.8% on the NYS ELA exam grades 3-5 and 1.8% on the NYS Math exam grades 3-5 last year (2014) as compared to the previous year (2013). Based on Fall ELA Benchmark Assessments for school year 2014-2015, we found that 47.76% of our students in grades three through five met the standard. In the spring assessment, 47.1% met the standard. In the Fall Math Benchmark Assessment, 48.2% of third through fifth graders met the standard and in the spring, 46.3% met the standard. Using Fountas and Pinnell data, a total of 53% of our ELL students increased 3 or more levels during the school year. Based on this data, there is a need to continue to establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve higher expectations. We presently have three certified teachers, two who push-in or pull-out and one whole class teacher in grade one.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of English Language Learners continuously enrolled at PS 66 Q from October 1, 2015 to June 1, 2016 will have an increase of 3 reading levels as evidenced by Fountas and Pinnell Benchmark Assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based instructional programs, Professional development, to impact change:</p> <ul style="list-style-type: none"> - Teachers will focus on Excellence for ELLs strengthening the specialized skill sets necessary to effectively address the academic and linguistic needs of the diverse ELL population, creating and bolstering programs to support student growth. - Teachers will engage students in higher order questioning techniques through the use of the Depth of Knowledge (DOK) matrix. - Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments. - Staff determined that a 1-2 level increase In Fountas and Pinnell in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed. - Utilization of a balanced literacy model , research based reading system (Treasure Chest for ELLs and Wonders) and GO Math 	<p>All teachers. All ELL K-5 students</p>	<p>9/2015-6/2016</p>	<p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff.</p>

<p>system that are aligned to the CCLS to assist ELL learners develop their essential language skills.</p> <ul style="list-style-type: none"> - Vocabulary Links will be utilized to aid the strengthening of vocabulary skills and word recognition. - Continental Press NY ELLs workbooks will provide standard based lessons for small group instruction. Students will practice various questions aligned to the NYSESLAT. - Rosetta Stone (Levels 1-5) for independent student assignments focusing on text and sounds to improve language acquisition. - Technology support for Internet based programs that target analysis of student needs and strategic improvement is used. ENL Online Language Sites: abcya.com, raz-kids.com, reading A-Z.com, brainpop ENL.com, more.starfall.com, imagine learning.com, destination reading.com - Wilson Foundations Program for phonics in grades K, 1 and 2 is used to introduce letter sounds. - ELL students in all grades will engage in the appropriate instructional math activities for their grade. - Professional development — Danielson 3b-questioning and discussion techniques for ELL students. <p>Our teachers receive training from the ELL teachers on a monthly basis in the use of ELL strategies in all curriculum areas.</p>			
<p>To understand needs and incorporate trust, we will continually seek input and feedback from families, students and teachers through</p> <ul style="list-style-type: none"> - Tuesday parent outreach sessions - Student feedback through consultation. - Positive Parenting Workshops with topics that aid parents of students with IEPs, ELLs, and general education. Topics include: Positive Discipline rules and routines, Limitations and Boundaries, Diagnosis alphabet soup, Attention and Focus, Learning Strategies, Autism, and Interpersonal Relationships/bullying. Parents give input in the form of evaluation forms as well as interactive discussions. Additionally parents will be invited to participate in panel discussions to aid other parents. The purpose is to develop positive relationships with parents and staff to impact student achievement as well as the social/academic growth needed to become college and career ready. - Monthly grade meetings with parents and classroom teachers 	<p>All teachers. All ELL K-5 students</p>	<p>9/2015-6/2016</p>	<p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff.</p>

<ul style="list-style-type: none"> - Class newsletters to communicate class events - The PS 66 Website - Parent coordinator's monthly meetings - Monthly PTA meetings - SLT monthly meetings 			
<p>Strategies to address needs of ELLs:</p> <ul style="list-style-type: none"> - The use of at-risk teachers will lower the teacher-pupil ratio, and will be used to develop pupil literacy/math skills in small groups. The Fountas and Pinnell Reading Program will provide these groups with the tools to increase student reading levels. - Fountas and Pinnell will be used to assist ELL students. Teachers will reflect upon student growth and adjust instruction. - ENL teachers will use push-in/pull-out model - Students are engaged in many group activities and a strong literacy and language program which are directly related to all curriculum areas. - Before and after school programs to develop language skills that assist ELLs to function effectively in their regular classrooms. - All ELLs will participate in literacy-based programs that have been established as part of the overall instructional program. - All ELLs will be encouraged to attend before and after school programs and extended day. - ELL teachers will service all ELLs as required under NYC DOE regulations and guidelines. - The school has two Pre-K classes that focus on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades. <p>Direct instruction and high quality professional development to have a positive and lasting impact on the teachers' performance in classrooms.</p>	<p>All teachers. All ELL K-5 students</p>	<p>9/2015-6/2016</p>	<p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff.</p>
<p>Strategies to increase parent involvement include</p> <ul style="list-style-type: none"> - Parent coordinator conducts monthly parent workshops. 	<p>All teachers. All ELL K-5 students</p>	<p>9/2015-6/2016</p>	<p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff.</p>

<p>- Related services point person conducts monthly meetings with parents</p> <p>- Parent outreach on Tuesdays from 2:40-3:20</p> <p>- PTA meetings</p> <p>- Title I Parent meetings</p> <p>- The PS 66 website to foster communication between the teacher and the home</p> <p>- Monthly grade meetings with parents on a rotating basis</p> <p>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.</p>			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources :											
- Administrators, Teachers, Parents, Parent coordinator, SETSS teachers, ELL teachers, Guidance counselor, related services providers											
- Reading Wonders, Go Math, Foundations, Houghton Mifflin Harcourt Social Studies, Harcourt Science,											
- Fountas and Pinnell Assessments, Benchmark assessments, unit assessments, etc.											
Technological support and Internet based programs.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> The midpoint benchmark that will indicate school progress toward meeting this goal will be the Wonders reading midterm assessments to be completed by January 30, 2016. Teachers will compare data to the Beginning of the Year assessment administered in September 2015. Also, we will use Fountas and Pinnell Reading Assessment students will show an increase of 1.5 reading levels by January 30, 2016. Growth will be measured against the beginning of the year assessment.

• On-going progress will be monitored by administrators through observations, looking at student work and lesson plans.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Based on Advance data, 56% of our teachers were rated highly effective while 44% were rated effective. To improve upon the teachers’ MOTP scores:

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

A data-driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. After reviewing and analyzing NYS assessment results, NYC and school benchmark tests, teacher-made/grade level tests, student portfolios, classroom performance we found a decrease in grade 3 achievement by 1.6% and in grade 4 a decrease of 2.6% in ELA and an increase of 11.5% in grade 5. In Math, grade 3 decreased by 2.2% and grade 4 decreased by 0.3% while grade 5 increased by 12%.

Based on Fall ELA Benchmark Assessments for school year 2014-2015, we found that 47.76% of our students in grades three through five met the standard. In the spring assessment, 47.1% met the standard. In the Fall Math Benchmark Assessment, 48.2% of third through fifth graders met the standard and in the spring, 46.3% met the standard.

Using Fountas and Pinnell data, a total of 53% of our ELL students increased 3 or more levels during the school year.

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of the teachers in Grades K-5 will design and pose higher order thinking questions to promote student thinking and deep discussion as measured by Charlotte Danielson’s Framework for Teaching as evidenced in a 2% increase of effective and highly effective teacher ratings in domain 3B in Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Research-based instructional programs, Professional development, to impact change: - Teachers will engage students in higher order questioning techniques through the use of the Depth of Knowledge (DOK) matrix.	All students K-5, ELLs, SWD	9/2015-6/2016	Principal, Assistant Principals, Instructional Leads, all pedagogical staff.

<ul style="list-style-type: none"> - Utilization of a balanced literacy model , research based reading system (Wonders) and math (GoMath) system that are aligned to the CCLS. - The use of at-risk teachers will lower the teacher-pupil ratio, and will be used to develop pupil literacy/math skills in small groups to create dynamic situations for increasing rigor. - Professional development — Danielson 3b-questioning and discussion techniques. - Academic Intervention services will be provided for those students who require additional assistance to meet the standards in ELA (students who scored Level 1 or 2 on the ELA or math). - Cluster teachers using content area reading strategies will emphasize critical thinking, reading and writing skills in order to promote and reinforce a school wide focus on literacy. - Students will develop important decision-making, critical thinking, and technological skills, and the ability to communicate effectively. - Class trips to cultural institutions, institutions of higher learning, cultural or historic events are planned. - Internet explorations for research projects are utilized. Students will be inspired to explore and discuss situations and ideas. 			
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups are:</p> <ul style="list-style-type: none"> - AIS small group instruction, before & after school programs for Level 1 and 2 students, push-in/pull-out SETSS, and ENL program conducted by certified SETSS and ELL teachers - A Special Education IEP teacher will be assigned to support the Special Education student and staff needs including: professional development, IEP mandates, adaptive strategies, best approach methodology, data analysis, comprehensive needs assessment, and program design. - Students placed in an ENL Program will receive instruction in English only using intensive ENL methodology. 	<p>All students K-5, ELLs, SWD</p>	<p>9/2015- 6/2016</p>	<p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff.</p>
<p>Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> - Parent coordinator conducts monthly parent workshops. 	<p>All students K-5, ELLs, SWD</p>	<p>9/2015- 6/2016</p>	<p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff.</p>

<ul style="list-style-type: none"> - Parent outreach on Tuesdays from 2:40-3:20/ CCLS training for parents to develop involvement and support at home. - PTA meetings - Title I Parent meetings - The PS 66 website to foster communication between the teacher and the home - Monthly grade meetings with parents on a rotating basis - 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. 			
<p>To understand needs and incorporate trust, students will build on each other’s ideas during class discussions:</p> <ul style="list-style-type: none"> - Allowing children to make decisions, involving them in discussions, and trusting that their opinions and input will be useful. - Sharing information, providing constructive feedback. 	All students K-5, ELLs, SWD	9/2015- 6/2016	Principal, Assistant Principals, Instructional Leads, all pedagogical staff.

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> - Administrators, Teachers, Parents, Parent coordinator, ELL teachers, Guidance counselor - Reading Wonders, Go Math, Foundations, Houghton Mifflin Harcourt Social Studies, Harcourt Science, - Fountas and Pinnell Assessments, Benchmark assessments, unit assessments, etc. - Technological support and Internet based programs. 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>- The midpoint benchmark that will indicate school progress toward meeting this goal will be the Wonders midterm assessments which incorporate Higher Order Thinking Questions to be completed by January 30, 2016. Growth will be measured against the beginning of the year assessment.</p>

- Staff determined that by January 30, 2016, a 3% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the Higher Order Thinking Questions; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.

- On-going progress will be monitored by administrators through formal and informal observations, looking at student work and lesson plans. Teachers will conduct peer inter-visitations. A Quality of Questions Checklist (rubric) will be utilized to monitor progress toward Highly Effective techniques for 3B (Using Questioning and Discussion).

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

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

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

We will continue to address this need by:

- Inter-visitations,
- Common planning periods
- All teachers participate in grade level teams using collaborative inquiry to hone in on relevant issues and target students for inquiry work and study. Grade level planning enables the teachers to have a well developed instructional plan to enable all students to be prepared for the future.
- There is a common prep planning period for each grade once a week with a Literacy Team liaison. In addition, teachers have a common planning period every day. This enables the grade to discuss and plan best practices and multiple entry points to support a diversity of learners and targeted groups i.e.: English language learners, students with IEPs, etc.
- Horizontal and vertical team meetings for curriculum planning are held bi-weekly.

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

Based on Fall ELA Benchmark Assessments for school year 2014-2015, we found that 47.76% of our students in grades three through five met the standard. In the spring assessment, 47.1% met the standard. In the Fall Math Benchmark Assessment, 48.2% of third through fifth graders met the standard and in the spring, 46.3% met the standard.

Through collaborative planning teacher will strategically plan instruction, differentiation and assessments to be used in the classroom.

Based on this data, there is a need to continue to establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve higher expectations. We presently have three certified ENL teachers, two who push-in or pull-out and one whole class teacher in grade one. These teacher will collaborate with the classroom teacher to develop individual student goals and the strategies they may use to achieve them.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based instructional programs , professional development, and/or systems and structures needed to impact change:</p> <p>- 100% of the teachers will meet each Monday for Professional Learning Communities to strengthen professional growth and improve classroom instructional practices.</p> <p>- Increased teacher leadership and ownership of their learning as evidence by teacher lead session and teacher initiated topics.</p> <p>Use of Danielson’s Frameworks — focus will be on Frameworks 3b, using questioning and discussion techniques, 3c, engaging students in learning, 3d, using assessment in instruction.</p>	<p>All teachers.</p>	<p>9/2015-6/2016</p>	<p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff.</p>

<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:</p> <ul style="list-style-type: none"> - AIS small group instruction, before & after school programs for Level 1 and 2 students, push-in/pull-out SETSS, and ENL program conducted by certified SETSS and ELL teachers. Differentiation will be given in small groups which will be developed through a collaboration of teachers. - A Special Education IEP teacher will be assigned to support the Special Education student and staff needs including: professional development, IEP mandates adaptive strategies, best approach methodology, data analysis, comprehensive needs assessment, and program design. <p>Students placed in an ENL Program will receive instruction in English only using intensive ENL methodology.</p>	<p>All teachers. All students, K-5 including ELLS and SWD.</p>	<p>9/2015-6/2016</p>	<p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff.</p>
<p>Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> - Parent coordinator conducts monthly parent workshops. - Related services point person conducts monthly meetings with parents - Parent outreach on Tuesdays from 2:40-3:20 - PTA meetings - Title I Parent meeting - The PS 66 website to foster communication between the teacher and the home - Monthly grade meetings with parents on a rotating basis <p>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.</p>	<p>All teachers. All parents of students, K-5.</p>	<p>9/2015-6/2016</p>	<p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff.</p>
<p>Activities that address the Capacity Framework element of Trust:</p> <p>To understand needs and incorporate trust, teachers will participate in high quality, focused professional development within a culture of respect and continuous improvement as evidenced in Effective/Highly Effective observations, non-rateable visits, LASW (Looking at Student Work) protocol, revisions to lesson and unit plans.</p>	<p>All teachers</p>	<p>9/2015-6/2016</p>	<p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- A teacher survey will be administered in February 2016 to identify the impact of PLCs and surface additional professional learning opportunities.
- On-going progress will be monitored by administrators through observations, looking at student work and lesson plans. Formal and Informal observations will show an increase in high levels of student participation, effective use of student responses and ideas, enthusiastic student discussions, tasks that are challenging, etc.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

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

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

- The principal will continue to lead PD and have beginning of year, middle of year and end of year goal setting meeting with teachers to ensure they are meeting their professional goals as well as the goals of their students.

- School leaders will articulate expectations in post-observation conferences and in written observations.

- School leaders and faculty regularly ensure the achievement of learning goals by tracking progress at the school, teacher team, and classroom level .

- High quality professional development in Literacy and data retrieval is provided for teachers and parents. The school aligns professional development with student performance data, the needs of the staff, and regional initiatives.

- We have established teams on every grade level where staff members, after analyzing student work, provide instruction to students in small groups.

- Teams help to develop teacher capacity and collaboration. It empowers the teachers to make decisions about how best to instruct their students. It enables them to organize around the learning of a select group of students for whom they then share responsibility. It focuses teachers on aligning assessment, curriculum, instruction and professional development to generate school-wide improvement.

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

A data-driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. After reviewing and analyzing NYS assessment results, NYC and school benchmark tests, teacher-made/grade level tests, student portfolios, classroom performance

we found a decrease in grade 3 achievement by 7.6% and in grade 5 a decrease of 13.7% in ELA and an increase of 13.5% in grade 4. In Math, grade 3 decrease by 3.1% and grade 5 decrease by 5.1% while grade 4 increased by 8.8%.

In previous Quality Reviews it was stated, “The principal has a clear vision for the future development of the school and uses data strategically to make highly effective decisions to enhance learning”.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, leadership will use the Advance data from the Danielson Framework for Teaching to make informed decisions about professional learning opportunities that will result in 100% of teachers rating effective and highly effective for component 3d Using Assessments in Instruction.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based instructional programs , professional development:</p> <ul style="list-style-type: none"> - Principal will empower teachers to make the decisions about how to best instruct their students to achieve optimum outcomes. - Organize teachers around the learning of a select group of students for whom they share responsibility and compile diagnostic and formative assessments. - Focus teachers on aligning assessment, curriculum, instruction, and professional development to generate school-wide improvement. 	<p>All teachers</p>	<p>9/2015-6/2016</p>	<p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff</p>

<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:</p> <ul style="list-style-type: none"> - AIS small group instruction, before & after school programs for Level 1 and 2 students, push-in/pull-out SETSS, and ENL program conducted by certified SETSS and ELL teachers - A Special Education IEP teacher will be assigned to support the Special Education student and staff needs including: professional development, IEP mandates, adaptive strategies, best approach methodology, data analysis, comprehensive needs assessment, and program design. - Students placed in an ENL Program will receive instruction in English only using intensive ENL methodology and continually assessing students. 	<p>All students including ELLs and SWDs</p>	<p>9/2015-6/2016</p>	<p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff</p>
<p>Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> - Parent coordinator conducts monthly parent workshops. - Related services point person conducts monthly meetings with parents - Parent outreach on Tuesdays from 2:40-3:20 - PTA meetings - Title I Parent meetings - PS 66Q website to foster communication between the teacher and the home - Monthly grade meetings with parents on a rotating basis - 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. 	<p>All teachers. All parents of students, K-5</p>	<p>9/2015-6/2016</p>	<p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff, Parent Coordinator</p>
<p>Activities that address the Capacity Framework element of Trust</p> <ul style="list-style-type: none"> - To understand needs and incorporate trust, the Principal will ensure professional learning is evident and has an impact on student achievement and classroom instruction. - Principal supports the sharing of promising practices - Deepens collaboration and communication between school and home. 	<p>All teachers</p>	<p>9/2015-6/2016</p>	<p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
- Administrators, Teachers, Parents, Parent coordinator, ELL teachers, Guidance counselor											
- Reading Wonders, Go Math, Foundations, Houghton Mifflin Harcourt Social Studies, Harcourt Science, - Fountas and Pinnell Assessments, Benchmark assessments, unit assessments, etc.											
Technological support and Internet based programs											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> - By February 2016 principal will consider PLC (Professional Learning Community) survey feedback to confirm and revise P.S.66’s the professional development plan and it impact on the assessment strategies utilized by the staff. - The midpoint benchmark that will indicate school progress toward meeting this goal will be the Wonders reading and Go Math midterm assessments to be completed by January 30, 2016. Growth will be measured against the beginning of the year assessment with a 5% increase. - On-going progress will be monitored by administrators through observations, looking at student work, lesson plans and Fountas and Pinnell progress of students.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

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

We were also found to be well developed in the area of school culture. We establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations. Based on the 2013-2014 school survey, we scored a 92% in school culture satisfaction. We will continue to implement practices to encourage parental participation and involvement in students’ education.

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

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 15% increase parents attending regularly scheduled parent and school meetings (Tuesday Parent Meetings, SLT, Annual Title I Parent Meeting, Title I Parent committee, PTA) to inform and strengthen the parent and school community connection, as evidenced in, attendance at meetings, Tuesday parent outreach logs and feedback from monthly parent surveys.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based instructional programs , professional development, and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> - Students will be empowered with the academic skills, rich civic and social experiences to further their educational goals by providing opportunities for students and parent participation. - All parents and teachers will be invited to attend regularly scheduled parent and school meetings PTA, SLT, Annual Title I Parent Meeting, Title I Parent committee, PTA) to inform and strengthen the parent and school community connection. - All parents will attend parent/teacher conferences 4 times a year - The PS 66 website foster communication - Maintaining outreach logs, feedback from monthly parent meetings, the PS 66 website and teacher and parent responses on the School Survey. - School trips to museums and other cultural institutions are planned throughout the year. - Arts Horizon Puppetry and Literacy residency and Jazz for the Holidays performance. - Community events aid our success in all areas. Our International Day provides parents, staff, and students with an opportunity to share information about heritage, customs and food in a collegial manner. 	<p>Teachers and Parents of all students K-5</p>	<p>9/2015-6/2016</p>	<p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff</p>

<ul style="list-style-type: none"> - During our Career Day, parents discuss with students their various careers including education needed, training, etc. - Our annual Literacy Night promotes parent involvement with a special emphasis on literacy. 			
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:</p> <ul style="list-style-type: none"> - AIS small group instruction, before & after school programs for Level 1 and 2 students, push-in/pull-out SETSS, and ENL program conducted by certified SETSS and ELL teachers - A Special Education IEP teacher will be assigned to support the Special Education student and staff needs including: professional development, IEP mandates, adaptive strategies, best approach methodology, data analysis, comprehensive needs assessment, and program design. - Students placed in an ENL Program will receive instruction in English only using intensive ENL methodology. 	Teachers and Parents of all students K-5	9/2015-6/2016	Principal, Assistant Principals, Instructional Leads, all pedagogical staff
<p>Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> - Parent coordinator conducts monthly parent workshops. - Related services point person conducts monthly meetings with parents - Parent outreach on Tuesdays from 2:40-3:20 - PTA meetings - Title I Parent meetings - The PS 66 website to foster communication between the teacher and the home - Monthly grade meetings with parents on a rotating basis - 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. 	Teachers and Parents of all students K-5	9/2015-6/2016	Principal, Assistant Principals, Instructional Leads, all pedagogical staff, Parent Coordinator
<p>Activities that address the Capacity Framework element of Trust:</p> <ul style="list-style-type: none"> - To understand needs and incorporate trust, parents and teachers are encouraged to participate and attend in all scheduled parent and school meetings to increase and strengthen the school/parent connections. 	Teachers and Parents of all students K-5	9/2015-6/2016	Principal, Assistant Principals, Instructional Leads, all pedagogical staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Administrators, Teachers, Parents, Parent coordinator, ELL teachers, Guidance counselor • Reading Wonders, GoMath, Foundations, Houghton Mifflin Harcourt Social Studies, Harcourt Science, • Fountas and Pinnell Assessments, Benchmark assessments, unit assessments, etc. • Technological support and Internet based programs. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 parent involvement at school events will increase by 10% as measured by sign-in sheets and parents feedback . Parents and teachers will develop and establish an environment of trust, and a strong parent and school community connection as evidenced by outreach logs, feedback from monthly parent meetings, PS 66 website and by teacher and parent responses on the School Survey.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students scoring Level 1 and/or 2 on the ELA; Fountas and Pinnell individual student assessment	Foundations, Phonics and Phonemic Awareness Grades K, 1, and 2; ELA/Reading strategies and skills; We Utilize: Wonders Reading System; In grades K-2, at-risk students are assessed in phonics and phonemic awareness using Wilson Foundations; Wonderworks intervention program; Fountas & Pinnell Leveled Literacy Intervention System; Ready ELA; Rosetta Stone for ELLs, Destination Reading, Imagine Learning, etc. Emphasis will be placed on critical thinking, reading and writing skills and strategies in order to promote and reinforce a school wide focus on literacy.	Small group: Students designated as at-risk will participate in small group instruction that takes place in each class in order to realize our school goal of improving literacy. To reduce student ratio, a teacher push-in model in literacy is implemented. The teachers can spend more time targeting the individual needs of each child including children with special and language-learning needs.	During the school day, and before or after school programs.
Mathematics	Students scoring Level 1 and/or 2 on the NYS Math Assessment, Go Math assessments.	Ready Math, Destination Math, IXL, BrainPop, Go Math	Students designated as at-risk will participate in small group instruction that takes place in each class in order to	During the school day, and before or after school programs.

			realize our school goal of improving math skills. To reduce student ratio, a push-in model in math will be implemented. The teachers can spend more time targeting the individual needs of each child.	
Science	Academic Intervention Support in the area of science will be provided to those students who scored a one or two in on the final 14-15 report card in Science and/or Mathematics.	Extra time will be devoted to content instruction Frequency based on identified needs Classroom Computers will be used for informational purposes by students.	Reduced Student-Teacher ratio enabling small group and individualized instruction based on assessed needs. One to one or small group. Using a push-in/pull-out model, the ELL teacher will assist students in meeting the proficiency levels. Using a push-in/pull-out model, the SETSS teacher will assist students with IEPs in meeting the proficiency levels.	During school day
Social Studies	Academic Intervention Support in the area of social studies will be provided to those students who scored a one or two on the 14-15 final report card in and/or increased less than 2 levels in Fountas and Pinnell during the 14-15 school year.	Extra time will be devoted to content instruction Frequency based on identified needs Classroom Computers will be used for informational purposes by students.	Reduced Student-Teacher ratio enabling small group and individualized instruction based on assessed needs. Using a push-in/pull-out model, the ELL teacher will assist students in meeting the proficiency levels. Using a push-in/pull-out model, the SETSS teacher will assist students with IEPs in meeting the proficiency levels.	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance services are used to improve the conflict resolution skills of the students. The guidance	Counseling programs. Evaluation by psychologist.	One to One Small Group	During school day.

	<p>counselor provides support for new teachers in this area as well as defining student referral policies. H/she will continue with our school wide behavior modification incentive program. The interventions, as delineated in the New Continuum Plan will focus upon providing students with on-going support services. Guidance counseling is provided during school hours in a small group or individual setting depending upon the needs of the child. The purpose is to help the children develop knowledge and understanding of themselves and of others to better reach their full potential. Our school psychologist is at our school on a part time basis. She does not provide AIS services. She is only responsible for evaluations and re-evaluations. Our school's social worker is at our school on a part time basis. She does not provide AIS services.</p>			
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Professional development (PD) is given in order to ensure teachers are using the latest strategies or methods to achieve success and meet all goals. PD is coordinated by the administration and a curriculum teams, who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assisting teachers' individual needs for professional development. The PD will take place on days as prescribed by the DOE guidelines and professional development days. PD will be on-going at grade conferences.</p> <p>Professional Development will include:</p>

- Alignment with school goals, state and district standards and assessments, and other professional learning activities including formative teacher evaluation
- Focus on core content and modeling of teaching strategies for the content
- Inclusion of opportunities for active learning of new teaching strategies
- Provision of opportunities for collaboration among teachers
- Inclusion of embedded follow-up and continuous feedback

Professional Development Long Term Goals

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

Short Term Goals

- Individual Student Goals - Introduce goals and procedures to be adapted in the 2014 – 2015 school year. Utilizing data and student information teacher will develop Individual Student Goals.
- Fountas and Pinnell, Norming and review. Teachers will review and interpret student data. Collected information will be placed into spreadsheets and STARS Classroom.

Using Questioning and Discussion Techniques

- Formative Assessment - Participants will utilize data to improve student achievement, understanding of content standards and analysis of student responses.
- Close Reading of Complex Text - Participants will realize and develop strategies for student-use in comprehending complex text through the use of discussions.
- Guided Reading - Teachers develop questions to scaffold specific comprehension thought processes students will need to synthesize reading.
- DOK/ Bloom's - Participants will create genuine discussion plans to promote thinking among students and initiate/extend classroom discussions using DOK and Bloom's Taxonomy.
- Mathematics - Teachers will participate in an expansion of enhanced quality of content presented to students. More frequent use of investigative practices, questioning, and sense-making practices.

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

have ELL students are provided with appropriate instructional strategies in order to meet the needs of the children within the confines of their classroom.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Student transition:

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

Involvement of Parents in Transition:

- Provide parents with information about the school their child will be attending
- Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistants or parent coordinators that can translate the information during the meeting.

Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Professional development day planning

Monday and Tuesday professional development

Grade Conferences

Teacher Team meetings

At inquiry periods

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	259,159.00	X	Section 5a, 5b, 5c, 5d, and 5e
Title II, Part A	Federal	104,738.00	X	Section 5a, 5b, 5c, 5d, and 5e
Title III, Part A	Federal	11,200.00	X	Section 5a, 5b, 5c, 5d, and 5e
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,961,909.00	X	Section 5a, 5b, 5c, 5d, and 5e

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 66 Queens, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 66 Queens, will support parents and families of Title I students by:

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

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

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

- Tactively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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;

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

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

School-Parent Compact (SPC)

PS66 Queens, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

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

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

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

The Title III Supplemental Program for ELLs:

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

Program will begin in January and end in March

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

Program will begin in January and end in March.

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

- Materials purchased for the after school program will be purchased with other funds, NOT Title III.

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

- o Comprehensive Reading Assessment by Options - which diagnosis, instructs, gives practice and assesses reading
- o Step Up to Reading - thinking about comprehension strategies
- o Essential Skills to Reading Success - intensive reading and writing practices
- o New York State Mathematics - understanding math processes and strategies for

Part B: Direct Instruction Supplemental Program Information

problem solving

- Materials to be purchased for the PM Academy will also be purchased with other funds, NOT Title III.

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

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

Part C: Professional Development

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

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

Begin description here: _

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

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

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

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

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

Part C: Professional Development

on the first Monday of every month:

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

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

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

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

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

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

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

* The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity, such as gaining access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs. Parents are encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

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

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

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

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

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

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

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

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

The school provides oral interpretation services as well. Our parent coordinator and other staff members conduct bi-monthly meetings to keep parents informed of changes within curriculum. Curriculum planning, pacing and discussing individual needs are needed to achieve high standards. Our school has many in-house people to interpret during scheduled meetings to translate English to Spanish or other languages. Our SBST is also bilingual and provides translations for mandated services. Our

Part D: Parental Engagement Activities

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

- For the school year, parent engagement activities include:

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

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

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

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

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

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

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

(*tentative schedule)

Part E: Budget

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

Allocation Amount: \$ _____

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

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Phyllis Leinwand	Assistant Principal Mrs. Sheehan and Mrs. DeSario
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Marian Wing Yan Kudo	School Counselor Fallon Panetta
Teacher/Subject Area Lisa Strippoli	Parent
Teacher/Subject Area Katherine Borowy	Parent Coordinator Francisca Vidal
Related-Service Provider Carrie Pinto/SETSS Teacher	Borough Field Support Center Staff Member
Superintendent Mary Barton	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	503	Total number of ELLs	128	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	128	Newcomers (ELLs receiving service 0-3 years)	90	ELL Students with Disabilities	19
SIFE	7	Developing ELLs (ELLs receiving service 4-6 years)	38	Long-Term (ELLs receiving service 7 or more 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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	90		15	38		4	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 6

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	21	12	20	9	16	12								0
Chinese	1	0	0	1	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	1	1	0	2	2	3								0
Urdu	0	0	0	0	0	0								0
Arabic	2	4	6	3	1	2								0
Haitian	0	0	0	0	1	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	1	1	1	1	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	1	0	1	1	1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	7	4	3	2	7	3								0
Emerging (Low Intermediate)	2	5	5	1	3	2								0
Transitioning (High Intermediate)	8	2	8	2	3	1								0
Expanding (Advanced)	6	8	8	11	5	8								0
Commanding (Proficient)	3	0	3	1	3	4								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				2	1	2	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	3	0	3	1	3	4	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	8	3	0	0
4	3	12	5	0	0
5	9	8	1	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	5	1	5	0	4	0	3	0	0
4	1	1	7	0	10	0	2	0	0
5	4	1	12	0	2	0	1	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0		1	1	6	1	6		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

1. Our school uses NYSITELL, Wonders Reading Program (Common Core Aligned), Wonder Works Reading Program for ELLs Unit Assessments (Common Core Aligned), weekly conference logs during guided reading, Fountas and Pinnell, PPR Goals, NYSESLAT (RLAT/RNMR reports), data from NYS ELA/Math exams and Rosetta Stone to assess the early literacy skills of ELLs.

The data provides insight into each ELL in terms of understanding and using the four skills (listening, speaking, reading, and writing) necessary to be English competent. The NYSITELL provides insight as to what the students proficiency level is entering the program. The Wonders Assessments provide insight on the students comprehension skills and strategies. Fountas and Pinnell provide the teacher with insight as to how the student can decode and comprehend an independent level text. The NYSESLAT and NYS ELA and Math exams provide the teachers with insight as to how the students progressed throughout the year. All reports such as the RLAT/RNMR provide insight as to how the students have progressed, their areas of strength, and their areas of weakness. Rosetta Stone provides insight as to how the students language has progressed throughout the academic year.

The data provides insight on how each student learns and what instructinal plans would work best for each individual student. With this data the ENL teachers along with the classroom teachers are able to form a plan that meets the needs of each student. First, the ENL teacher creates a schedual that ensures each child gets the amount of standalone and intergrated instruction time they require. Then the ENL and classroom teachers are able to form small groups, provide students with leveled readers, provide students in individual goals, and create rubrics and checklists that match the learning objective of each group and individual assignment. Small groups are fluid and are formed based on informal and formal assessments that are given on a daily basis.

Students who are entering and new comers scored below A on F&P. Emerging students scored between level A and C on F&P. Transitioning, expanding, and commanding students are able to read a grade level text with the assistance of a teacher or peer.

Based on the beginning of the year ENL assessment, Wonders assessment, and Go Math assessment, entering, emerging and

transitioning students are below grade level.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
2. After examining the data of students' results on the NYSITELL and NYSESLAT, we have noticed a pattern across progression levels and grades. Throughout assessments, K-5th progression levels are clearly higher in the listening and speaking modalities. The scores also revealed lower proficiency levels within the writing and reading modalities. Students are better able to comprehend a story that is read to them rather than a story that is read by themselves. Also, students show a high interest in verbally explaining their answers to the test giver rather than explaining their answers in paragraph(s). Although many students want to add details in the written section of the test, they often have difficulty transferring this on to paper. Furthermore, across the grades there has been a pattern in the F&P reading scores. Although many ENL students are able to decode unknown words, they score unsatisfactory scores on comprehension. Furthermore, students in grades K-2 often rely more on the picture clues in the text rather than the written word. This affects their f&P reading score as well.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
3. Patterns across NYSESLAT modalities—reading, writing, listening, speaking—affect instructional decisions. Instruction will be driven and designed to improve reading and writing strategies. Ongoing professional development will be implemented for all staff. ENL strategies will be shared with all classroom teachers. More time will be given to examine students' writing portfolios. There will be more time to practice all strategies and skills needed to improve the student's proficiency levels within the writing and reading modalities. The AMAO Estimator Tool help enhance correlation of data across assessments necessary to design a coherent instruction for all ELL learners.
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

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

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

ELLs with some proficiency tend to show growth on periodic assessments from year to year. In the content areas, these ELL students are comfortable using the English versions of the assessments. However, newcomers struggle and prefer to use the native language tests.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
5. All students are universally screened in order to place them within tiers. ELL students are given instruction beyond their mandated ELL services if they fall within Tier II or III. Additional instruction in literacy is given in small groups utilizing specialized programs that specifically target their needs with regards to phonological awareness, questioning skills and higher order thinking.
6. How do you make sure that a student's new language development is considered in instructional decisions?
6. Based on their performance on various assessments such as the NYSITELL, NYSESLAT, and standardized tests, students are grouped accordingly to their proficiency levels. They are also targeted specifically for developments in areas of improvement where they need further instructional support.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

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

8. After examining NYSESLAT scores and other interim and benchmark assessments, we notice gains in ELLs' language acquisition. Based on the results of our students, we are able to evaluate the success of our ELL program. At the beginning of each year each ELL child is provided with a beginning of the year assessment. The rubric used to evaluate this assessment is based of the NYSESLAT Targets of Measurement and Common Core Learning Standards. With this assessment the ENL teacher forms her groups. In these groups teachers and students form monthly goals that they want each child to meet. With checklists, formal, and informal assessments the teacher monitors the students progress along with the success of the ENL program. In the middle and end of each year students are again provided with a formal assessment that allows teachers to assess if the students are making gains with the materials provided by the ENL program. Lastly, the results of the NYSESLAT are examined. Furthermore, the homeroom teacher observes growing confidence in the children who receive ELL services. We evaluate the success of our ENL program for our ELLs based on progress shown throughout the school year via assessment tools used in the school (e.g. Fountas and Pinnell, Wonders/Wonder Works Reading Program Weekly Assessments, Periodic Assessments, NYSESLAT, ELA). Student progress is pertinent in our decision making when deciding on an ENL program that is successful for our school.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

1. The ELL Identification process includes 4 steps: 1 - the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, 2-determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), 3-the administration of the NYSITELL, 4- the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish. The HLIS survey lets school staffs know what language is used in the home. If the HLIS indicates that a child uses a language other than English, he or she is first informally interviewed through oral dialogue, which is the informal oral interview in English and in the native language, by the school's ENL teachers, Ms. Marian Kudo, Ms. Katherine Borowy, Mrs. Lisa Strippoli, and other trained pedagogues. The three ENL teachers possess certifications and licenses in TESOL, Ms. Marian Kudo speaks Cantonese, Mrs. Lisa Cuiman speaks minimal Spanish, and Ms. Katherine Borowy speaks minimal Spanish. The support staff who assist in translations include, Ms. Francisca Vidal, Parent Coordinator who is fluent in Spanish, Mrs. Ravinder Kaur, paraprofessional who speaks fluent Punjabi and Urdu, and other paraprofessionals who speak fluent Spanish. The HLIS is translated in nine languages for parents to determine what language the child speaks at home. If the child speaks English fluently and is capable of using academic language during this initial interview process, the child will not be administered the NYSITELL by the school's ENL teachers. However, if the child is unable to respond and has difficulty comprehending questions conducted during the interview then the NYSITELL is administered within the first ten school days of initial enrollment as per CR Part 154. If the child's home language is Spanish, the student will also be tested with the SLAB during the same ten day window to determine their proficiency with the Spanish Language. Performance on this assessment determines the child's entitlement to English language development support services. If NYSITELL results show that a child is an ENL and Spanish is used in the home, he or she also takes a Spanish LAB to determine language dominance. Once student is enrolled into the ENL program, the student is given English support services. Parents of newly enrolled ENL students are notified and are invited to the school for orientations to inform them of the different ENL programs that are available. At orientation, parents have the opportunity to receive materials about ENL programs in their home language which includes The ELL Parent Brochure, and to ask questions about ENL services with assistance from translators. Parents are invited to watch the Parent Orientation Video at <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm> which is offered in 13 languages. At the end of each orientation, the school staff collects the Parent Survey and Program Selection Form, which indicates the program that parents are requesting for their child. Once a program has been selected and the students are placed, students receive ENL services and will only exit out of the program when the child scores at a certain level of proficiency in English on the New York State English as a Second Language Achievement Test (NYSESLAT). In this case, he or she can enter a monolingual instructional program. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for 2 or more years must complete the ELL Identification Process described above. Also, if there are indications within the ELL Identification Process that a student has had an interruption or inconsistent schooling prior to arrival in the United States and are two or more years below grade level in literacy and math, they will be considered a SIFE student.

For students coming from a NYS public school (outside of the NYCDOE), the schools contacts the sending NYS public school to obtain home language designation, NYSITELL (or LAB-R) and NYSESLAT results within 2 business days. The NYC schools requests the following from the NYS school:

-Home language code and copy of the Home Language Identification Survey used

- LAB-R score and proficiency level
- NYSITELL score and proficiency level
- NYSESLAT score and proficiency level
- SIFE status

If the data are not received within 5 school days of enrollment, the school conducts the ELL Identification Process and treats the student as new to NYS and NYC. If the NYCDOE school receives ELL identification information from a previous NYS public school after it has implemented the ELL Identification Process, the school inputs these data into ATS overriding its ELL identification results.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

2. Within 30 days of enrollment, SIFE students from grades 3 to 5 are interviewed through the SIFE questionnaire after the child is identified as entitled to services based on the enrollment process. The SIFE Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire is used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions relating to literacy and language practices. The SIFE Questionnaire asks questions about the student and the student's schooling. The SIFE Oral Interview Questionnaire is conducted in various languages. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish are administered the Literacy Language For Newcomer SIFE (lens). Building personnel and pedagogues who are proficient in native languages conduct these interviews. If there is a need, the LTI Team may be called in to contract interpreters and translators to provide the language service. In addition to this interview, SIFE students will also participate in the LENS, a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter our school. This information will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for us to plan instruction.

The following link is the questionnaire we use when identifying SIFE students.

https://intranet.nycboe.net/NR/rdonlyres/01DBEC98-AA39-40CB-B3B8-CD2D1CC0B75F/0/SIFEQUESTIONNAIRE_Aug2007_Eng.pdf

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

3. NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of

- A school/district administrator
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages
- The director of special education or individual in a comparable title (or his or her designee)
- The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures must be used for initial entry into DOE schools or reentry after 2 years.

1. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:

- * The student's history of language use in the school and home or community
- * The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
- * Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

2. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language.

The final decision is made by the Superintendent or Superintendent's designee. The Superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the Superintendent determines that the student must take the NYSITELL, within 5 days

additional school calendar days to administer the NYSITELL and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder. .

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
 4. After the NYSITELL is scanned and score is determined, our school prints the entitlement and non-entitlement letters to be sent home to parents in their home language. We keep a log of which forms were returned and follow up if a form has not been returned.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

5. Phase 1

The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

The school initiates a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process is completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process is completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. Our school receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. Our school reviews all documents related to the initial or reentry identification process detailed above.
3. Our school reviews the student's work in English and in the home language.
4. Our school may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL.
5. Our school consults with parent or guardian.
6. Our school conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff (Vice Principal, ENL Teacher) consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, Mrs. Leinwand determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian. If the recommendation is to not change the ELL status, our school takes no further action. If the recommendation is to change the ELL status, our school continues the process.
9. Upon receipt of signed notification acknowledging Mrs. Leinwand's recommendation to change the ELL status from the parent or guardian, the relevant documents and recommendation are sent to the Superintendent for review and final decision.
10. Written notification of the decision is sent from the Superintendent to Mrs. Leinwand and the parent/guardian in the parent's preferred language within 10 school days. If the decision is to not change the ELL status, our school takes no further action. If the decision is to change the ELL status, the student's program is modified accordingly.
11. All notifications and relevant documents are kept in the student's cumulative folder.

Phase 2

Between 6 and 12 months (from the date of the superintendent's notification to Mrs. Leinwand and the parent/guardian, Mrs. Leinwand, reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected. Mrs. Leinwand consults with a qualified staff member in the school, and the parent/guardian. If Mrs. Leinwand believes that the student may have been adversely affected by the determination, she will provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the Superintendent. The parents/guardians are notified about the final decision in writing within ten school calendar days.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

6. When a new ELL comes to the school parents are given the choice of three programs. The programs include Dual Language, the Transitional Bilingual and the freestanding English as a New Language. While all three programs offer language development and rigor in academic subjects, the amount of instructional time spent in English and native or target languages differ. The parents are invited to a parent orientation where they will view the Parent Orientation video in their home language. The video explains all three programs to the parents/guardians. During this orientation parents are also provided with information about standards, curriculum, and assessments. The ENL teachers explain the Common Core Learning Standards, assessments, and school expectations for ELL as well as language goals. After parents have received this information, parents are provided with a Parent Survey & Program Selection Form in their home language. On this form parents choose which program they would like their child placed in.

If the Parent Survey is not returned within five school days a letter goes home informing parents that their child will be placed in the ENL program. Students who are placed in the ENL program as a result of their parents' not sending back the survey will be counted toward minimum threshold established by NYSED's CR Part 154.

If a parent picks a program that the school is not offering, then the students will be placed in a neighboring school, within the district that offers it.

The information regarding the parents choice is entered into ATS as the forms are returned.

In consultation with parents, activities are supported during the school year. The three ENL teachers, Ms. Marian Kudo, Ms. Lisa Strippoli, and Ms. Katherine Borowy, and the school's parent coordinator, Ms. Fransesca Vidal, hold parent workshops in order to provide appropriate information on each program. Parents are also invited into the classroom to observe and engage in ENL strategies and materials and parent participation in school activities help to keep parents informed of all school events.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

7. After students are administered the NYSITELL and the student is deemed entitled to receive English support services, the student and parent(s) or guardian(s) are invited to parent orientation where the three program choices are described. Participating parents are asked to complete the survey and forms during the workshops. However, if a parent of an ELL child is unable to attend, letters are sent home with the child and follow up calls are made to the home. If the forms are not returned, the default program for the ELL child is Transitional Bilingual Education as per CR Part 154.2.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

8. If the Parent Survey and Program Selection forms have not been completed and returned, we try to reach out to the parent by phone or by sending home a letter. We keep a log of who the letters went out to and which ones have not been returned. If the forms are not returned, the default program for the ELL child is Transitional Bilingual Education as per CR Part 154.2.

9. Describe how your school ensures that placement parent notification letters are distributed.

9. Once the entitlement letters are distributed and Parent Survey and Program Selection forms are returned, the ENL teachers make photocopies of each form and the original documents are placed into the students' cumulative folders. The photocopies are stored in the ELL classroom.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

10. Our school retains all ELL documentation for each child by making copies of the HLIS, non-entitlement, and entitlement letters and we keep one copy in the students cumulative folder, as well as in our compliance binder.

11. 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.

11. Annually, the testing coordinator and the ENL teachers print ATS reports that generate information regarding the ELL population within the school. Such reports are RLER, RLAT for entitled students only, RPOB, and the RYOS. The RLER report gives an overview of new admissions into the school building before and during the testing time frame. The RLAT provides information regarding the ELL students who are to participate in the exam. The RPOB identify students' place of birth and the home language. The RYOS provides information based on the years of service.

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

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

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

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our school sends Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters are sent home to parents no later than the first ten days of the new school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent. Transitional Support parent notification letters are sent within the same timeframe. We make copies of the letters and we keep one copy in the students cumulative folder, as well as in our compliance binder.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
13. After reviewing past Parent Survey and Program selection forms, which are maintained and stored in the ENL classroom, it has become apparent through the rising trend that the parents prefer the freestanding English as a New Language (ENL) program. In the past four years, from 2011-2015, the request for ENL has been 95%. Parents have expressed their appreciation for promoting literacy within the ENL program. Using English, the students are engaged in many group activities with a strong emphasis on literacy and language development. This program is directly related to all content areas. In this school year 2015-2016, 91% of our parents requested ENL. Of the 33 newly enrolled students, 30 parents requested the freestanding ENL program for their children and 3 parents chose the dual language program. However, those parents later changed their decision based on their refusal to transfer their children from our school. The school's program is aligned with what parents have requested. The school offers an extensive push-in and pull-out model.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

ENL instruction is delivered for all ELLs as required under CR Part 154.2 and 154.3. Entering students receive 360 minutes, where 180 are standalone ENL and 180 minutes are integrated are ENL/ELA. Emerging students receive 360 minutes, where 90 minutes are standalone ENL, 180 minutes are integrated/ENL/ELA and 90 flexible minutes. Transitioning students will receive 180 minutes per week with 90 minutes integrated ENL/ELA and 90 flexible minutes. Expanding students will receive 180 integrated minutes in ENL/ELA or other content area. Commanding students will receive 90 minutes integrated ENL/ELA or other content area. Teaching materials are differentiated in each program according to the students' progression levels. Instruction will follow the same skills and strategies that are introduced state wide. The monthly focus for math and literacy are reinforced at these levels. Students in the freestanding ENL programs receive all instruction in English with native language support. The number of ENL instructional units that a student receives is regulated by New York State CR Part 154.2 and 154.3 regulations and determined by student English-proficiency levels (as determined by the NYSITELL or NYSESLAT scores).

The goals of the ENL program are as follows:

 - Provide academic content-area instruction in English
 - Use ENL methodology and instructional strategies
 - Use native language support to make content comprehensible
 - Incorporate ENL strategic instruction
 - Assist students to achieve the state-designated level of English proficiency for their grade
 - Help ELLs meet or exceed New York State and City standards

In freestanding ENL programs, language arts is taught using ENL and ELA methodologies. Content areas are taught in English using ENL strategies through a co-teaching model. Native language support is provided through the use of glossaries for content areas.

 - a. The organizational models used for our school are standalone and integrated.
 - b. The program models are dependent on the proficiency levels based on the NYSITELL and the NYSESLAT scores. The students are organized homogeneously and heterogeneously based on proficiency levels.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

ESL instruction is delivered for all ELLs as required under CR Part 154. Entering students receive 360 minutes, where 180 are standalone ENL and 180 minutes are integrated are ENL/ELA. Emerging students receive 360 minutes, where 90 minutes are standalone ENL, 180 minutes or integrated/ENL/ELA and 90 flexible minutes. Transitioning students will receive 180 minutes per week with 90 minutes integrated ENL/ELA and 90 flexible minutes. Expanding students will receive 180 integrated minutes in ENL/ELA or other content

area. Commanding students will receive 90 minutes integrated ENL/ELA or other content area.

3. Describe how core content is delivered in each program model. 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.

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

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

Spanish students are tested with the NYSITELL in both English and in Spanish. Students can take their math and science tests in their home language when accessible and available. Go Math assessments and Wonders assessments can be printed in both English and Spanish. ENL teachers, the Vice Principals, and the Principal all have a thorough list that indicates each student's home language and evaluation needs. Before ENL students are evaluated, we ensure that appropriate testing in the child's home language is provided.

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

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

Speaking: Rosetta Stone, individual conferencing with teachers, speaking with peers, informal observations, small group conference and instruction, NYSESLAT

Listening: Wonders Reading Program, Wonder Works, ESL assessments, Rosetta Stone, individual conference with teachers, small group speaking activities, NYSESLAT

Reading: Leveled guided reading books, phonics, picture charts, Rosetta Stone, differentiated skills and strategies sheets, individual and small group conferencing, NYSESLAT, F&P

Writing: Differentiated genre of the month assignments, informal journals, grammar mini lessons/do now, individual and small group conferencing, NYSESLAT, F&P

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

a. SIFE students are seen by the ELL teacher on a daily basis in a standalone and integrated model. We will facilitate their adjustment to the new surroundings. The teacher develops language skill that will enable them to function effectively in their regular classroom. In addition the teacher emphasizes self-esteem and confidence as they adapt to a new culture. The ENL

teacher shares strategies with the classroom teacher to meet the needs of these students within the confines of the classroom. Additional support will be provided by AIS providers or as described by the RTI plan.

b. Newcomers receive 360 minutes with one unit in ENL and another unit ELA. They are provided with Rosetta Stone access to help with language acquisition. They are paired with students of their home language for peer support in the classroom.

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

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

e. Former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT. They receive 90 minutes of integrated support in ENL/ELA or content area or other approved services with flexibility dependent on the student's needs. Service can be provided in those content areas.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

During the first phase of the re-identification process the school establishes protocols and assigns qualified and trained staff to manage both the initial and Re-identification Process. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal). Then the school reviews all documents related to the initial or reentry identification process detailed above. The school reviews the student's work in English and in the home language. The school administers the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. The school consults with parent or guardian to inform them. The school conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. Based on the recommendation of the qualified personnel, Mrs. Leinwand determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language is then sent to the parent or guardian. If the recommendation is to not change the ELL status, we do not take any further action. If the recommendation is to change the ELL status, we continue the process. Upon receipt of signed notification acknowledging Mrs. Leinwand's request to change the ELL status from the parent or guardian, the relevant documents and recommendation are sent to the superintendent, Mary Barton for review and final decision. Written notification of the decision is sent from the superintendent, Mary Barton to Mrs. Leinwand, parent, guardian in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly. All notifications and relevant documents must be kept in the student's cumulative folder.

In phase two of this process within the next six to twelve months the Mrs. Leinwand reviews the Re-identification Process decision to ensure that the student's academic progress has not been negatively affected. Mrs. Leinwand will meet with the correct staff members and parents/guardians. Based on the recommendation and information regarding the student, Mrs. Leinwand will

determine if the child should receive ENL services.

8. 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?

Online programs such as:

Rosetta Stone, Destination Reading, More Starfall, Raz-Kids, Learning A-Z, BrainpopESL, Imagine Learning

Reading Programs such as:

Wonder Works, leveled guided reading books based on Wonders unit, Foundations Phonics Program

Ms. Kudo, Mrs. Lisa Strippoli, and Ms. Katherine Borowy also service these students with integrated and standalone services. The service providers use the materials listed above along with leveled vocabulary books to provide students with access to differentiated academic content areas and English language development.

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

P.S66Q uses curricular, instructional, and scheduling flexibility to enable ELL-SWD to achieve their IEP goals and attain English proficiency within the least restrictive environment. Special education programs and mandated services are delivered. An IEP team

determines a student's eligibility for special education services and the language in which special education programs and services

are delivered. ELLs who are also students with disabilities receive accommodations from the classroom, ENL, and special education

teachers that apply to ELL-SWDs.

Both the classroom and ENL teacher plan instruction that aligns with the Common Core Standards. Also, teachers form lessons that

will allow students to meet their IEP and ENL goals by June. This is done by using manipulatives, teaching in small group, using picture clues, using leveled readers, assessing formally and informally.

The instructional plan when co-teaching follows the model of: engaging, pre-assessment, modeling, whole group, small group, whole

group, assessment. This plan allows for the students to learn not only from the teacher, but also from their peers. This model also allows the teachers so assess which students are approaching, on-level, and beyond grade level within each individual topic of

study. Based on the pre-assessment the teacher is able to form her small group. In the small group the teacher provides students

with differentiated activities and extra support.

The instructional plan when pulling the students out is to reflect what the students are learning in the classroom. However, the ENL teacher uses supplementary material when teaching her groups of students.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

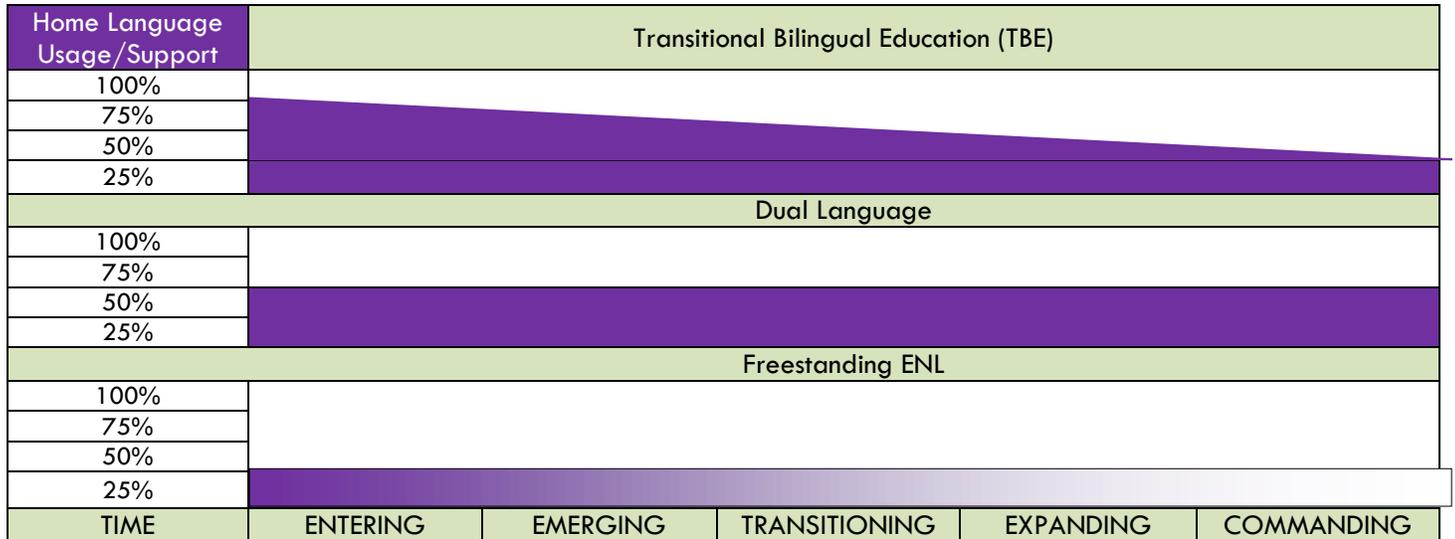


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. The school has targeted intervention programs for ELLs in ELA, math, and other core content areas.

Entering/Emerging Students:

Entering: 360 Minutes of instruction---180 minutes standalone, 180 minutes integrated

Emerging: 360 Minutes of instruction--- 90 minutes standalone, 180 integrated, 90 flexible

Leveled small group instruction

Rosetta Stone Level 1-2

More Starfall

Destination Reading

MYON Reading Program

Raz-Kids Online Reading Program

Brainpop ESL

Wonder Works (per grade level)

Wonders Assessments (English and Spanish)

Wonders/Wonder Works practice books

Leveled Readers (approaching and ELL)

Wilson's Foundations Phonics Program

Differentiated assessments (graphic organizers, focus sheets, picture charts)

Sadlier Phonics Level K-A

Leveled Vocabulary Links Books

Go Math Leveled assignments (English and Spanish)

Transitioning/Expanding

Transitioning:180 Minutes of instruction---0 standalone, 90 integrated, 90 flexible

Expanding:180 Minutes of instruction---0 standalone, 180, integrated

Leveled small group instruction

Rosetta Stone Level 2

More Starfall

Destination Reading

MYON Reading Program

Raz-Kids Online Reading Program

Brainpop ESL

Wonder Works (per grade level)

Wonders Assessments (English and Spanish)

Wonders/Wonder Works practice books

Leveled Readers (on level and ELL)

Wilson's Foundations Phonics Program

Differentiated assessments (graphic organizers, focus sheets, picture charts)

Sadlier Phonics Level A-B

Leveled Vocabulary Links Books

Go Math Leveled assignments (English and Spanish)

Commanding

90 Minutes of instruction---0 standalone, 90 integrated

Leveled small group instruction

Rosetta Stone Level 2

More Starfall

Destination Reading

MYON Reading Program

Raz-Kids Online Reading Program

Brainpop ESL

Wonder Works (per grade level)

Wonders Assessments (English and Spanish)

Wonders/Wonder Works practice books

Leveled Readers (on level, advanced, and ESL)

Wilson's Foundations Phonics Program

Differentiated assessments (graphic organizers, focus sheets, picture charts)

Sadlier Phonics Level B-Up

Leveled Vocabulary Links Books

Go Math Leveled assignments (English and Spanish)

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

Our school's current ELL program is extremely effective. Students are grouped based on their NYSITELL, NYSESLAT, F&P, and Wonders Assessments. Based on the amount of minutes the students are required and their independent level, the teacher custom designs a program that aligns with the Common Core Content and Language Standards that fits the need of that particular group. Using the programs listed above, the ENL teacher models and demonstrates instruction in a small group and/or one-on-one setting. Once the student has ample time to practice the skills and strategy they are focusing on, the teacher allows the ENL student to work independently. The teacher makes informal and formal observations to detect the student's progress. Then, the teacher uses this data in order to continue to expand the ELL program to meet the student's needs.

With the use of the programs that are designed by the teachers and guided by the Common Core Standards, the ENL students in our school make great academic gains in all content areas (ELA, math, social studies, and science). Our students also make great gains with their language acquisition. The student's academic progress is monitored by formal and informal assessments given throughout the academic year, conference notes, NYS ELA and math exams, F&P end of the year scores, Wonders end of the year scores, and the NYSESLAT.

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

P.S.66Q has changed our program to meet the new requirements in regards to the amount of minutes entering, emerging, transitioning, expanding, and commanding students need. We have adopted the usage of Google Docs in order to plan across the grades with the classroom teacher. With Google Docs all pedagogy in the school are able to share and access lesson plans, graphic organizers, and data sheets. We have also implemented a common prep period in order to plan lessons with the classroom teacher that is designed for ELL students.

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

N/A

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

ELLs are afforded equal access to all school programs. These programs include Morning Institute, Boys and Girls Club, and PM Academy.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Leveled small group instruction

Rosetta Stone Level

More Starfall

Destination Reading

MYON Reading Program

Raz-Kids Online Reading Program

BrainPop/BrainPop ESL

Wonder Works (per grade level)

Wonders Assessments (English and Spanish)

Wonders/Wonder Works practice books

Leveled Readers (approaching, on level, advanced, and ENL)

Wilson's Foundations Phonics Program

Differentiated assessments (graphic organizers, focus sheets, picture charts)

Sadlier Phonics Level K-B

Leveled Vocabulary Links Books

Go Math Leveled assignments (English and Spanish)

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In our ENL program home language support is delivered by providing parents with the new ENL home language survey. Support staff and pedagogy are present when the home language survey is given to the parents to ensure that their questions can be answered in their home language. Based on their home language interpretation and translation will be provided to parents in all meetings and letters home. Students' home language support is provided through the use of alternate placement paraprofessionals who have been assigned according to IEPs, peer support, translated glossaries for content areas, and the use of Google Translate, when applicable.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services/resources support and correspond to ELLs' ages and grade levels. An in-depth curriculum map has been created and shared with all pedagogues mapping out the ELA and math curriculum for the 2015-2016 school year. This allows all pedagogues to have access to the overall plan, theme, units, Common Core Standards, and assessments that will be given throughout the school year. With this, teachers are better able to plan and differentiate. Also, teachers use their common prep periods to plan with the classroom teachers. The ENL and classroom teachers use the Common Core Learning Standards to form the objectives of the lesson. Then, the ENL teacher differentiates each lesson to meet the needs of the ELL students. Along with differentiated organizers created by the teacher, the teacher also uses Wonder Works and leveled readers that correspond to the curriculum being learned in the classroom. By planning with the classroom teacher based on the Wonders Curriculum and Common Core Standards, we ensure that all the resources correspond with the ELLs ages and grade level along with the content area and language standards.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Activities that assist newly enrolled ELLs or ELLs that are enrolled throughout the school year include a walk throughout the building. This allows students and parents to become comfortable with our school building. We also introduce parents and students to their teachers. This allows time for parents to ask any questions they may have for the teacher or principal. The parent coordinator meets with the parents to inform them of updates about lunch, uniform and other school policies. The parent coordinator provides parents with school calendars informing them of upcoming events, PTA meetings, special days, etc. These calendars go home to parents every month. The guidance counselor also meets with the parents and students to explain our school protocols. The school also invites all parents to the school in June for "Stepping Up Night". Here, parents are introduced to the classroom teachers, ENL teachers, special education teachers, and mandated service providers. Also both students and parents are provided with an informational packet that tells parents the skills, strategies and language/content curriculum that will be taught the next year. This "Stepping Up" packet provides information regarding reading strategies, math strategies, online websites, and best practices for students to complete throughout summer recess.

19. What language electives are offered to ELLs?
English/ENL

20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ENL 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 how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

1. The Principal, Mrs. Phyllis Leinwand, Assistant Principals Mrs. Helen DeSario and Mrs. Patricia Sheehan and ENL Teachers, Marian Kudo, Lisa Strippoli and Katherine Borowy will provide professional development using the LAP learning packages. Staff is provided with a minimum of fifteen percent of the required professional development hours for all teachers prescribed by CR Part 80. These professional developments are dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For the ENL teachers, fifty percent of the professional developments are focused on the topic of language acquisition in the classroom. The discussion will also include the ENL Learning Standards and all components of the Language Allocation Policy, including the new National Core Standards. Portions of the LAP video will be viewed to provide members of the team and personnel of ELLS at the school with information on the features of the ENL class. Participants of these ongoing workshops include subject area teachers, paraprofessionals, school secretaries and the parent coordinator. Ongoing professional development will be implemented for all staff.

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

Some topics we give professional development on are: Schools Policy and Curriculum, Incorporating the CCLS in the ENL classroom, Designing Quality Instructional Programs of ELLs, Using online resources in the classroom, Utilizing Native Language in the classroom, Current ELL Trends and Changes, AMAO I, II, and III, when to refer ELL students for Disability Evaluations. We use technology and train the teachers in using Smart Boards, Ipads, Promethian Boards, and Laptops with various ELL programs to enhance learning and differentiating instruction for our ELL students.

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

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

3. The Guidance Counselor, Ms. Fallon Panetta, holds middle school transition workshops for ELL students to better prepare for the new school year. Language Paraprofessionals are utilized during these sessions to help translate for our non speakers. The Parent Coordinator, Francesca Vidal, helps prepare students and parents of transitioning students to acclimate to a new learning environment. Some topics we give during these professional development workshops are: Schools Policy and Curriculum, Incorporating the CCLS in the ELL classroom, Designing Quality Instructional Programs of ELLs, Using online resources in the classroom, Utilizing Native Language in the classroom and Current ELL Trends and Changes. Other workshops include summer transition programs within the community, resources in the community to prepare our graduating students, and outreach programs that can help further our students during the summer months. We provide strong school-based guidance counselor support so that the ELLs receive high quality assistance to transition from our school into middle school.

4. We provide all teachers and administrators with at least fifteen percent of the required professional development hours for all teachers which are dedicated to language acquisition. Topics that are covered during professional development are: Co-teaching strategies and integrated language and content instruction for ELLs, Schools Policy and Curriculum, Incorporating the CCLS in the ELL classroom, Designing Quality Instructional Programs of ELLs, Using online resources in the classroom, Utilizing Native Language in the classroom, Current ELL Trends and Changes, AMAO I, II, and III, When to refer ELL students for Disability Evaluations. Training in the utilization of technology in the classroom is provided for classroom teachers in using Smart Boards, iPads, Laptops, desktops with various ELL programs to enhance learning and differentiating instruction for our ELL students.

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

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

P.S. 66 Queens is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. Ms. Kudo, Mrs. Strippoli, and Mrs. Borowy individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians. At these meetings the teachers and parents discuss the goals of the ENL program, their child's English language development progression, their child's English language proficiency assessment results, and language development needs in all content areas. A qualified interpreter/translator is always present at the meetings to assist parents with the interpretation/translation.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Records are kept for annual individual meetings with ELL parents as well as outreach to ensure parents' needs are accommodated. First, parents receive the new home language survey and complete the survey with the help from either the Assistant Principal or ENL teacher. The pedagogue who is involved with completing the survey ensures that parents feels comfortable with the information they have submitted on the survey. Then, if students are eligible to take the NYSITELL, an informal interview will take place whereby the student will be administered the NYSITELL or will be identified as not an ELL and the school will request re-identification within 45 days of enrollment. If a student is identified as an ELL, SIFE status will also be determined. Once students are tested parents will receive an entitlement letter stating that their child is entitled to receive services or an entitlement letter allowing their child to receive 90 minutes as a commanding student. Parents are then invited to a parent orientation where a video is shown to explain the different options that they and their child are entitled to select from (ESL, transitional bilingual, and dual language). Once the orientation is complete the parents are supplied with the Program Selection Form and Survey Form. If a parent's choice is not currently available in our school, the school informs the parent that their choice is currently not available but will provide them with the following two options or to select a transfer to a neighboring school that have the program. Documents are recorded and copied as well as saved for reference. Once the child's program has been determined based on the steps outlined above, the school sends parents a placement letter indicating the program in which their child has been placed. ELLs who took the NYSESLAT in May and score below a grade-specific level of English proficiency continue to be entitled to ENL services, and parents of those students must receive a continued entitlement letter, which emphasizes program continuity for ELLs. ELLs who score commanding on the NYSESLAT and no longer require ELL services, receive a non-entitlement letter. All letters that are sent home to parents are sent home in English along with their home language. The following documents are kept in the school's ENL compliance binder:

- * Home Language Identification Survey (HLIS)
- * Parent Survey & Program Selection Form
- * Entitlement, Continued Entitlement, and Non-Entitlement Letters
- * Placement Letter

Once an student has been declared an ELL student, the parents are contacted by an ENL to ensure they understand all the information about the ENL program. Then, Ms. Kudo, Mrs. Strippoli, and Ms. Borowy meet with the parents and guardians at least once a year, not including parent teacher conferences, to discuss the student's progress with the English language and in all content areas.

Along with these letters, documentation of individual meetings (conference notes) with ELL parents are also kept in the schools ENL compliance binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

- Parents are encouraged to make a significant contribution to the environment and functioning of our school. Our school encourages parent volunteerisms and make every effort to match the experience and talents of our parents to the needs of the school.
- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school encourages parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)

- The school also assists parents in having meaningful roles in the school decision-making process. The school provides parents with training and information so they can make the most of this opportunity.
- The school helps parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- Parents are encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings is developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators are available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach is made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents are invited to attend culminating celebrations marking their child's success at the school (literacy night, stepping up night, career day).
- Student of the month celebrations are held in conjunction with PTA meetings and an Honor's Assembly will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, school website, teacher websites, and letters to parents) are used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar is disseminated each month by mail to all parents, two weeks before the start of the month.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops focus on basic educational concerns, health care, and financial planning.
- The school also offers the following professional development for parents:
Monthly professional development for parents will be provided by district and parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.
- Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.
- Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.
- ELL Professional Development:
Regional monthly ENL/Bilingual professional development will be made available to all parents of ELLs. Parents are afforded opportunities to learn about Common Core State Standards, instructional strategies and NYS assessments given to their children.
- Students with Disabilities/Professional Development:
Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.
- Annual Evaluation of the Parent Involvement Policy:
At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

Furthermore, on every Tuesday, parents of ELL students are called, written to, and or asked to come to a meeting with an ENL

teacher. At these meetings teachers and parents discuss the data that has been collected by test scores, informal observations, and reading scores to discuss a student's progress. A translator is always available if necessary. Furthermore, the school offers parent workshops, PTA meetings, literacy night, and stepping up night. During these events parents are invited to the school to learn about the school environment and discuss their child's progress and goals.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Our school partners with other agencies to provide workshops or services to ELL parents. Examples of these agencies are:

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

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

5. How do you evaluate the needs of the parents?

Through our parent survey we evaluate the needs of our. We provide translation services for parents to keep them informed about all aspects of their child's education. Parents are comfortable with our school environment and are always willing to speak to the Parent Coordinator, Principals, and teachers about their specific needs and the needs of their children.

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

6. How do your parental involvement activities address the needs of the parents?

The parental involvement activities address the needs of the parents. Parents express to the PTA President, Parent Coordinator, ENL Teachers, and other school personal their interests and needs. With these requests we ensure parents are invited to PTA meetings, Back to School Nights, Individual Parent Meetings, Literacy Night, and Parent Meetings that address their issues and needs. These activities address the parents needs to gain knowledge on how their child is being educated, how they can help their child at home, and what services we provide to their child.

Based on parents needs, the school adopts different PD topics which address the issues the parents want to address.

D. Additional Information

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

School Name: P.S. 66Q

School DBN: 27Q066

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Phyllis Leinwand	Principal		10/16/15
Mrs. Sheehan and	Assistant Principal		10/16/15
Francisca Vidal	Parent Coordinator		10/16/15
Marian W. Y. Kudo	ENL/Bilingual Teacher		10/16/15
	Parent		10/16/15
Lisa Strippoli	Teacher/Subject Area		10/16/15
Katherine Borowy	Teacher/Subject Area		10/16/15
	Coach		
	Coach		
Fallon Panetta	School Counselor		10/16/15
Mary Barton	Superintendent		10/16/15
	Borough Field Support Center Staff Member _____		10/16/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q066**

School Name: **Jacqueline Kennedy Onassis School**
Superintendent: **Mary Barton**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Using the data recorded in ATS and based on the HLIS (Home Language Identification Survey), annual school reports, blue emergency card indicators, discussions at school leadership meetings and PTA meetings, and daily parent teacher contact, we assess the school's need for written translation and oral interpretation. During the school day, we use staff to translate. In the event we find the need for a translator, we contract outside agencies to work with us. During our school review, parents and teachers indicate a need to translate all letters and monthly newsletters into Spanish. Interpreters as well as school personnel who are able to translate and interpret are made available during individual parent-teacher conferences to ensure progress in instruction.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Based on our school data and school-wide language needs, gathered from school leadership and PTA meetings, our greatest need is Spanish translation for both written and oral communication. Our parent coordinator in conjunction with teachers and other staff members who are able to communicate Spanish provide parents with needed translation. We provide written translations on all documents as provided by the DOE website to those parents in need. Translated letters are sent home informing parents of available translation services. Parental notices are sent in English and other target languages informing parents of the availability of translation and interpretation services at the school level. In addition, copies of such notices are posted in a prominent location near the main office of the school. Letters are sent

home to parents in the home language whenever possible. Our parent coordinator holds workshops to help parents learn English and to disseminate information. Signs posted in the main lobby indicate Spanish, as well as other languages, are spoken in our school as well as signs for events and other services. Individual student and other school data are reported by school staff to parents in the native language. Results are disseminated as soon as the information is received. Workshops are given at PTA and leadership meetings, and parent workshops are held to explain standardized tests and results. Spanish, Arabic, Chinese and Urdu/Punjabi translations and interpretations are available whenever possible.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents containing critical information that are translated include, but are not limited to, registration, application and selection, standards and performance, report cards and progress reports, conduct and discipline, safety and health, special education and related services, entitlement to public education or placement in any special education, English language learner or non-standard academic program, transfer and discharge. Common letters to parents, such as school closure and exam notification letters, are translated. Exam notification letters are translated and distributed at the beginning of the school year for parents to be made aware of NYS exam dates. Information is also posted on our school website, www.ps66q.com, as it is on the DOE site, <http://schools.nyc.gov/Calendar/default.htm>. Parent outreach is conducted every Tuesday during the school year. ENL pedagogues conduct parent meetings and during these sessions, interpreters are present to help translate. Communication between school and families is important in designing a cohesive program for language instruction. Other forms that are typically disseminated every year that require translation and are distributed to families include health forms which are distributed at the beginning of the school year and is ongoing, specifically for new admits and enrollment (New Admission Exam: First and Second notice requesting CH-205), Section 504 Guidelines for the Provision of Health Services and/or Section 504 Accommodations for Students, requests for administration of medication for students, AAMAF, AMAF, DMAF, Bed Bug Fact Sheet/Notification Letter, immunization information, recess notifications, Title III programs, monthly school calendars, monthly newsletters, parent-teacher conference announcements, New York State testing dates and general overview of student curriculum and progress reports, the DOE's Discipline Code, Chancellor's Regulations, and the Respect for All brochure. The school's communications calendar is ongoing and readily available to families in their home language. We value all parents and families of ELLs as partners in education and effectively involve them in the education of their children by providing parents with resources that enable them to make informed decisions about their children's education.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as

possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to-face meetings that our school will typically have with parents throughout the school year include parent-teacher conferences specifically on September 17th, November 5th, March 3rd, and May 12th. At the beginning of the school year, parents and families are invited to meet the teachers and become acquainted with the curriculum during the September 17th conference. Weekly parent meetings/outreach will occur every Tuesday. Our annual Literacy Night will be held in April, monthly PTA meetings are scheduled on our monthly school calendars, monthly school leadership meetings are scheduled with our building leaders, informal/formal interactions/meetings are held with the guidance counselor, IEP meetings, and other necessary parent outreach are conducted by a pedagogue. Informal interactions between the attendance teacher and parents of students are on-going and conducted on a daily basis, as needed.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The school provides oral interpretation services as well. Our parent coordinator and other staff members conduct bi-monthly meetings to keep parents informed of changes within curriculum. Curriculum planning, pacing calendars, and discussing individual student needs are addressed to achieve high standards as well as to meet the Common Core Learning Standards. Our school provides language personnel to interpret during scheduled meetings, specifically to translate English into Spanish or other home languages. Our SBST is bilingual and provides translations for mandated services. Our parent coordinator and other staff are always available to provide translation when needed. When necessary, we provide services with an outside vendor as contracted by the DOE.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

In the beginning of the school year, teachers are trained to ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. The Language Access Coordinator turn keys the information in staff training and also provides written description of available resources at the school-wide and city level. Teachers and other pedagogues are made aware of our language needs within the community and continue to strive to meet the needs of parents and students by continuing to train staff on policies and procedures. All staff members are made aware of specific home language needs based on ATS reports that are printed and reviewed by all pedagogues, specifically the RPOB. The LAC is responsible for distributing T & I Brochure, Language ID Guide and Language Palm Card at staff meetings and via email. The LAC is also responsible for the Language Access Kit as well as ensuring that the multilingual welcome poster is visible as well as the language guide is made available for limited English proficient parents during parent meetings or at registration. The LAC is given resources to help support staff in monitoring parent language needs, allocating funding to provide language assistance, and informing parents of the availability of language assistance services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Translation service funds provided by the DOE will be used for in-house interpreters to translate at PTA meetings and parent teacher conferences or to hire an outside vendor to perform the services needed. This will allow parents to understand standardized exams, informal assessments, and to notify parent of individual student progress. All important documents are provided in translated form. They are distributed from the main office and the parent coordinator also maintains a file of these documents in her office. Parental notices will be sent in English and other target languages informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notice will be posted in a prominent location near the main office of the school. Our school provides information about parents' preferred language of communication on the emergency card and in ATS, we have a procedure in place for ensuring that important documents are translated and sent home, we are also responsible for providing interpretation services during school hours. Parents are aware of their right to language services and are aware of the availability of language services in our school.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

At the end of formal/informal meetings with parents, and via feedback from parent survey, pedagogues and interpreters gather information from parents on the quality and availability of services based on question and answer. Parents who need further clarification/interpretation are able to schedule appointments to privately discuss the content of the meetings or schedule an in-school meeting with assistance from the over-the-phone interpretation services. At PTA and school leadership meetings, parents and educators discuss and gather feedback from parents on the quality and use of such services. With the availability of translation and interpretations services that is made to parents, the school is made cognizant of their plan based on dialogue, conversations, and meetings.