



P.S. 268 EMMA LAZARUS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 268 EMMA LAZARUS
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SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Ronald Laurent	Admin/CSA	Comments: Yes
Elizabeth Wanttaja	Admin/CSA	
Christopher Townsend	UFT Chapter Leader	Comments: yes
Tanya Louis	UFT Member	Comments: yes
Rhonda Joseph	PA/PTA President or Designated Co-President	Comments: yes
Roger Francis	Parent	Comments: yes
Debbie Diaz	Parent	Comments: yes
Ingrid Benjamin	Parent	Comments: yes
Geenice Calliste	Parent	Comments: yes
Vangela Kirton	Principal	Comments: yes

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

The Emma Lazarus School (P.S. 268) is located at 133 East 53rd Street in the East Flatbush section of Brooklyn, New York. Emma Lazarus is an elementary school which boasts an enrollment of 588 students from Pre-Kindergarten to Grade 5. The school population is comprised of 95.9% Black, 3.1% Hispanic, and 0.9% White students. The student body includes 20 English Language Learners and 66 Special Needs students. The average attendance rate for the school year 2009-2010 was 93.7. The school is in receipt of Title 1 funding with 86.3% eligibility.

The Emma Lazarus School is a Safe-Student Centered Community. Staff, parents and students rightly acknowledge that communication skills are a priority.

Vision

The school community envisions The Emma Lazarus School (P.S. 268) as a global learning environment that nurtures learners of all ages, promotes literacy, mathematics, and communication skills to produce capable, responsible and respectful citizens.

Mission

The mission of P.S. 268 is to create a school culture that fosters students' success in academic and personal growth... that promotes a community of problem solvers and creative reflective thinkers.

Quality Review Evaluation

This school is Well Developed according to the New York City Department of Education Quality Review Report, June 9-10, 2008 (Lead Reviewer: Ada L. Orlando). The school introduced a highly sophisticated computerized Data Spreadsheet in 2007 to track all student progress and performance

In the CORE curriculum. For 2010-2011, student tracking will continue monthly to provide the school community with needed data concerning academic growth or stagnation. Additionally, the school uses ARIS, which will provide teachers with valuable student information concerning attendance, support services, and social history.

Align Instructional Strategy to Goals

The CORE curriculum programs for English Language Arts, Social Studies, Mathematics and Science are aligned with the New York State and New York City Standards. Academic work, strategic decisions and resources are aligned to accelerate student learning and to promote effective social interaction.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 268 Emma Lazarus								
District:		18	DBN #:		18K268	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<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	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		26	30	18			93	94.7	TBD	
Kindergarten		71	55	78						
Grade 1		111	80	85	Student Stability - % of Enrollment:					
Grade 2		104	93	97	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		95	106	96			91	91.54	TBD	
Grade 4		106	84	122						
Grade 5		107	96	82	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			78.6	77.6	93.4	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			9	16	TBD	
Grade 12		0	0	0						
Ungraded		2	0	1	Recent Immigrants - Total Number:					
Total		622	544	579	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							5	1	2	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		36	30	29	Principal Suspensions		2	6	TBD	
# in Collaborative Team Teaching (CTT) Classes		4	10	19	Superintendent Suspensions		23	9	TBD	
Number all others		14	12	16						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	24	21	20	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	3	Number of Teachers	47	44	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	13	TBD
				Number of Educational Paraprofessionals	7	7	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	85.1	81.8	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	74.5	68.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	77	75	TBD
American Indian or Alaska Native	0.2	0.2	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.9	93.1	TBD
Black or African American	96.1	95.2	95.9				
Hispanic or Latino	3.4	3.5	3.1				
Asian or Native Hawaiian/Other Pacific Isl.	0	0	0				
White	0.3	0.6	0.9				
Multi-racial							
Male	56.1	54.4	56				
Female	43.9	45.6	44				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	94.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	59.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

☐ Noted Trends

There have been many positive trends noted at P.S. 268 as well as other that have been guided the curriculum and strategies at P.S. 268 to improve the learning of our students.

Our Math NYS scores increased between the years of 2007 and 2008 and then between the years of 2008 and 2009. Our scores then dropped between the years of 2009 and 2010. Similarly, our ELA NYS scores increased between the years of 2007 and 2008 and then between 2008 and 2009. A similar drop occurred between the years of 2009 and 2010. Using this data, we have set high goals for P.S. 268 in both content areas.

Contributions to Student Academic Growth

There are many contributors leading to academic growth at P.S. 268. In all grades, the Story Town curriculum for ELA and the Everyday Mathematics curriculum for math is used. The use of one curriculum for each subject has created a cohesive learning environment. In addition, there is an emphasis on Kaplan and STARS for ELA and NYS Math Coach, NYS Achieve, and Math Measuring Up for math. In all content areas, there is a refocus on Student Writing (3000 words per month), including math journaling. P.S. 268 focuses on Small Group Instruction (Push-In, Extended Day) and held after-school and Saturday tutorial sessions for grades 2-5 in ELA, math, science, and social studies. P.S. 268 has a Book Of The Month that provides additional cohesion within the school. In addition, all teachers have at least 2 years teaching experience.

The greatest accomplishments over the last couple of years

- 1 Obtaining an overall score of A (94.8%) for the 2008-2009 school year
- 2 Met AYP requirements for the last 4 consecutive years
- 3 Met requirements for School Wide Program (SWP)
- 4 Ongoing satisfactory attendance among teaching staff (positive impact on scores)
- 5 All teachers have at least 2 years of teaching experience
- 6 Outstanding Science scores for the last 4 consecutive years
- 7 School involvement in Project Arts for the last 4 consecutive years

- 8 Continued use of the school's Data Sheet school wide (positive impact on E.L.A. scores)
- 9 Continued use of Story Town Program (Harcourt-Brace) to address literacy needs
- 10 Excellent Social Studies scores for the last 4 consecutive years due to Saturday School Tutorial Program, Updated materials, and Professional Development

Significant barriers to the school's continuous improvement

- 1 Shifting immigrant population
- 2 Extended absences (parent holidays, immigration issues)
- 3 Student lateness
- 4 Behavior
- 5 Lack of significant parental involvement
- 6 Zoning with special needs students (the breakdown of their scores and where they are sent after they leave a school)
- 7 No ELL professional development for Elementary School Teachers

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> We will increase the number of students in Grade Four that score level 3 or higher on the NYS Mathematics assessment by 5% by June 2011.</p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> On the NYS Math assessment for the 2009-2010 school year, thirty-seven percent of students in Grade Four scored level 3 or higher. We will improve our scores by 5% by June 2011 on the NYS Mathematics assessment from 45 students out of 123 in the 2009-2010 school year to 42 students out of the 100 students enrolled in Grade Four for the 2010-2011 school year.</p>
<p><input type="checkbox"/> We will increase the number of students in grade Four that score level 3 or higher on the NYS ELA assessment by 5% by June 2011.</p>	<p><input type="checkbox"/> On the NYS ELA assessment for the 2009-2010 school year, 32% of the students in grade four scored level 3 or higher. We will improve our scores by 5% by June 2011 on the NYS ELA assessment from 39 students out of 123 students in the 2009-2010 school year to 37 students out of the 100 students enrolled in Grade Four for the 2010-2011 school year.</p>
<p><input type="checkbox"/> We will improve student performance for Special Education in Mathematics and English Language Arts as indicated on the New York state Exams and the special needs students' individual education program(IEP) goals. We will increase the number of students that score levels 3 and 4 by 5% in Grades Three, Four, and Five. <input type="checkbox"/></p> <p>We will improve student performance for English Language Learners in Mathematics and English Language Arts as indicated on the New York State Exams. We will increase the number of students that score levels 3 and 4 by 5% in Grade Four.</p>	<p><input type="checkbox"/> In 2009-2010 school year 12% of our Special Education students scored proficient on the NYS Mathematics exam and 6% of our Special Education students scored proficient on the NYS English Language Arts exam. In the 2010-2011 school year we will improve the percentage of our special Education Students by 5% making a year of progress.</p> <p>In the 2009-2010 school year, 17 students out of 123 enrolled students scored at Level 3 or above in Mathematics. In the 2010-2011 school year, 17 students out of the 100 enrolled students will score at Level 3 or above, or 17% of the enrolled students. In the 2009-2010 school year, 7 students out of 123 enrolled students scored at Level 3 or above in English Language Arts. In the 2010-2011 school year, 11 students out of the 100 enrolled students will score at level 3 or above, or 11% of the enrolled students.</p> <p>In the 2009-2010 school year, we had five ELL students enrolled in Grade Four. None of those students scored proficient on the NYS ELA exam. In 2010-2011, we have less than five ELL students. There is one ELL student in Grade Four, and we predict this one student will be proficient scoring at Level 3 or higher.</p>

We will improve school culture and environment, in order to stabilize disciplinary incidents for all students.

In the 2009-2010 school year, P.S. 268 had 77 incidents reported. In the 2010- 2011 school year, we will stabilize and maintain the occurrence of incidents.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

Mathematics

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> We will increase the number of students in Grade Four that score level 3 or higher on the NYS Mathematics assessment by 5% by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • All teachers will be given professional development with implementing and aligning the curriculum to New York State Mathematics Standards • All teachers will be given professional development in order to plan student centered lessons • Teachers will be introduced professional development on the implementation of the New State common Core standards • Teacher will utilize common planning sessions to review and analyze data in order to plan for differentiated instruction • Teachers will review new mathematics programs i.e. Envisions, and Math Steps in order to supplement the Everyday Mathematics with additional problem solving strategies • Mathematics Coach will work with small groups of level 1 and 2 students in Grade 4, maintaining data to track their progress • Mathematics Coach will conduct Parent workshops • After-School/Saturday tutorial program in Literacy for identified struggling students • After-school/Saturday Enrichment in Literacy for students performing at Level 3 and above

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Title1 1% Parent Involvement Money Tax Levy Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Student Centered Lesson Planning • NYS Mathematics test results will indicate an improvement • Teachers Data Binders(Periodic Assessments, Everyday mathematics Assessments, Teacher Made, etc.) • Increased Collaboration among Teachers, Coaches and Administrators, and CFN 108 Support Staff

**Subject Area
(where relevant) :**

English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>We will increased the number of students in grade Four that score level 3 or higher on the NYS ELA assessment by 5% by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • All teachers will be given professional development with implementing and aligning the curriculum to the New York State Literacy standards • All teachers will be given professional development in order to plan student centered lessons • Teachers will be introduced to professional development on the implementation of the New State Common Core standards • Teachers will utilize common planning sessions to review and analyze data in order to plan for differentiated instruction • Literacy Coach will work with small groups of levels 1 and 2 students in Grade 4,

	<p>maintaining data to track their progress</p> <ul style="list-style-type: none"> • Literacy Coach will conduct Parent workshops • After-School/ Saturday tutorial program in Literacy for identified struggling students • After school/ Saturday Enrichment in Literacy for students performing at Level 3 and above
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Title1 1% Parent Involvement Money Tax Levy Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Student Centered Lesson Plans • NYS ELA exams results • Teachers Data binders(Periodic Assessments, ECLAS2, EPAL Running Records, Diagnostic Reading Assessment(DRA), etc will reflect a focus on individual students strengths and areas for improvement • Increased Collaboration among Teachers, Coaches and Administrators, and CFN 108 Support Staff

**Subject Area
(where relevant) :**

Special Education & ELL

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>We will improve student performance for Special Education in Mathematics and English Language Arts as indicated on the New York state Exams and the special needs students' individual education program(IEP) goals. We will increase the number of students that score levels 3 and 4 by 5% in Grades Three, Four, and Five. <input type="checkbox"/></p> <p>We will improve student performance for English Language Learners in Mathematics and</p>
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	English Language Arts as indicated on the New York State Exams. We will increase the number of students that score levels 3 and 4 by 5% in Grade Four.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> <u>Mathematics</u></p> <ul style="list-style-type: none"> • All teachers will be given professional development with implementing and aligning the curriculum to the New York State Standards • All teachers will be given professional development in order to plan student centered lessons • Teachers will be introduced to professional development on the implementation of the New State Common Core standards • Teachers will utilize common planning sessions to review and analyze data in order to plan for differentiated instruction • Teachers will review new mathematics with additional problem solving strategies • Mathematics Coach will work with small groups of Level 1 in Grade 4, maintaining data to track their progress • Pearson Professional Development to improve Mathematics Instruction • Mathematics Coach will conduct Parent workshops • After-School/Saturday tutorial program in mathematics for students performing at level 3 and above <p>Literacy</p> <ul style="list-style-type: none"> • All teachers will be given professional development with implementing and aligning the curriculum to the New York State standards • Teachers will be introduced to professional development on the implementation of the New State Common Core Standards • Teachers will common planning sessions to review and analyze data in order to plan for differentiated instruction • Literacy Coach will work small groups of Level 1 Students in Grade 4, maintaining data to track their progress

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Tax Levy Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Student Centered Lesson Planning • NYS Mathematics test scores will increase • Teacher Data binders(periodic Assessments, Everyday Assessments, Teacher Made Exams and Evaluations) will reflect a focus on individual students' strengths and areas for improvement • Increased Collaboration among Teachers, Coaches and Administrators

**Subject Area
(where relevant) :**

Culture and Environment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> We will improve school culture and environment, in order to stabilize disciplinary incidents for all students.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Anti Bullying Assemblies • School wide PEACE BUILDERS Program implementation • SAVE Room Teacher conducting classroom lessons to impact positive behavior • Guidance Counselor providing At-Risk counseling for identified students • Grade five Merit Award Program • Extracurricular activities(i.e. Track, Chorus, Girl's Scout, etc) • Ongoing Incentives and Recognition for Positive Behavior • Conflict Resolution Strategies modeled by SETSS teacher • Ramapo Program (Behavior and Management techniques)

	<ul style="list-style-type: none"> • Parent Coordinator will increase activities to foster collaboration between teachers, students and parents.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> Tax Levy Money Fair student Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • Maintain the number of incidents • Maintain the number of Save room removals • Maintain the number of Principal's Suspensions • Maintain the number of Superintendent's Suspensions • Greater collaboration with P.A./Parent Coordinator

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	29	29	N/A	N/A	20	3	5	
1	34	34	N/A	N/A	16	1	3	
2	55	51	N/A	N/A	15	1	1	
3	70	68	N/A	N/A	20		1	
4	51	49	52	61	17		1	
5	62	60	49	62	18		1	
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> <input type="checkbox"/> Students from grades two, three, four and five will be serviced in an after school program. Students in grade two through five are also serviced by a SETTS teacher. There are also ICT classes for each grade level that create a smaller setting with more teachers for both students with IEPs and those without. The ELL teacher provides service for students in a pull-out program that focuses on ELA. Level one and level two students in all classes from K-5 benefit from differentiated instruction and small groups. Extended day is provided for level one and level two students as identified by the classroom teachers. The literacy program is Story town for grades K-5. The diagnostic components to be used are STARS, Kaplan Foundations, Wilson, Orbit, ECLAS, EPAL, writing samples, DRA ect.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Students will be targeted by the same SETTS, ELL, and ICT teachers in grades two, three, four, and five as well as paraprofessionals. Programs will either be pull-out or push-in. The academic program to be used will be Everyday Mathematics (revised edition), Math Steps, Math coach, Measuring Up, Kaplan and Test Ready Plus. Vacation packets will be provided for students in grades two, three, four, and five. After-school and Saturday tutorials will be held for students in grades two through five.</p>
<p>Science:</p>	<p><input type="checkbox"/> Students in the fourth grade who are identified as at-risk by either their classroom teachers or by the Cluster Science teacher will be identified by c for a science tutorial. Instruction will be tailored to meet their needs by using Harcourt curriculum, mandated by the city. Science tutorials will be held after school and on Saturdays.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Students in the fifth grade who are identified as at-risk by their classroom teachers will be recommended for a social studies tutorial. Instruction will be tailored to meet their needs by using the Harcourt Social Studies curriculum, a pacing calendar, the Barons book for Social Studies, Measuring up, NYS Learning Standards, NYS Social Studies Coach and NYS Document Based Questions. A Saturday tutorial program is being provided.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> At-risk general education students, mandated and special needs students will be identified by the guidance counselor as per students IEPs and teacher's needs. Number of times to see special needs students is stipulated in the students' IEPs.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> During the school day targeted students will be serviced by an intervention teacher in a pull-out program. Additionally, students in grade two through five are serviced by a SETTS teacher. The ELL teacher provides service for additional students in a pull-out program. Level one and level two students in all classes from K-5 benefit from differentiated instruction and small groups. Extended day is provided for level one and level two students as identified by the classroom teachers. After school tutorial will be provided for students in the fall and spring. The literacy program is Story town for grades K-5. The diagnostic components to be used are STARS, Kaplan Foundations, Wilson, Orbit, ECLAS, EPAL,</p>

	writing samples, DRAect.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The Social Worker will pull-out selected students and provide aligned curriculum with the SETTS, ELL, and ICT teachers in grades K-5. They will also provide counseling and mediation for students who are targeted through their IEPs or by teacher recommendation. They will work to provide behavior modifications for those targeted students as well.
At-risk Health-related Services:	<input type="checkbox"/> At this moment, no students at P.S. 268 have been identified as needing anything related to At-Risk Health-related Services.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 20

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) n/a

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

Section III. Title III Budget

—

School: P.S. 268

BEDS Code: 331800010268

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) - Per session - Per diem	N/A	<input type="checkbox"/> There will be <u>no revisions</u> to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> There will be <u>no revisions</u> to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
Supplies and materials - Must be supplemental.	N/A	<input type="checkbox"/> There will be <u>no revisions</u> to our school's approved 2009-10 Title III program narrative and budget (described in this section)

- Additional curricula, instructional materials. - Must be clearly listed.		for implementation in 2010-11 (pending allocation of Title III funding).
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> There will be <u>no revisions</u> to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
Travel	N/A	<input type="checkbox"/> There will be <u>no revisions</u> to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
Other	N/A	<input type="checkbox"/> There will be <u>no revisions</u> to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

□□

Based on the data collected from the English Language Survey, the number of parents needing translation will be determined. Written communication will be in various languages, as reflected from the English Language Survey. Oral translation services will be provided by staff members on a per diem basis or as volunteers.

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

□□

During the past school year, P.S. 268 serviced thirty ELL students. Many of the parent/guardians require oral translation services for Parent/Teacher Conferences and other meetings with the staff. They also require additional oral and written communication to be translated to provide a clear understanding. All findings will be shared at PTA Parent Workshops and School Leadership Meetings.

Part B: Strategies and Activities

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

□

In house staff and resource persons identified by the Principal will provide written translation of all documents to ELL parents. Additional resources will be utilized to translate documents into languages that are not spoken by staff members. The Parent Coordinator feedback will be used to analyze the effectiveness of the program.

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

□

All oral interpretation services will be provided in-house by school staff or parent volunteers. Parents of ELL students will be encouraged to attend and participate in events where translation services will be provided, as needed. At Parent Teacher Conferences, parents will be greeted in Spanish and Haitian Creole and important messages will be broadcast over the loud speaker in both languages during the Conference times as well. In addition, the school will utilize the School Messenger (phone system) to provide ELL parents with school updates in Spanish and Haitian Creole.

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

□

Classroom teachers, out of classroom personnel, along with the Parent Coordinator will provide oral translation services to parents of ELL students. Additional resources, along with Parent Volunteers will be utilized during meetings. Parents of ELL students will be encouraged to attend and participate in School Leadership Team Meetings, whereby translation services will be provided, as needed. For example, at Parent Teacher Conferences, parents will be greeted in Spanish and Haitian Creole and important messages will be broadcast over the loud speaker in both languages during the Conference times as well. In addition, the school will utilize the School Messenger (phone system) to provide ELL parents with school updates in Spanish and Haitian Creole.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$577,934	\$108,939	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,779.34		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$28,896.70	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$57,793.40	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. P.S. 268 will build the schools’ and parent’s capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following activities described below:
 - Ø **Parent training**
 - Ø **Family Nights**
 - Ø **Parental access to t resources such as web sites, parent organizations, etc.**
 - Ø **Parent Partnership**
2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
 - Ø *The school-parent compact will be a part of the School Parental Involvement Policy*
 - Ø *During Fall Curriculum Night, the school-parent compact will be completed and signed by the teacher, the parent(s), and the student.*
 - Ø *As needed, the school-parent compact will be included in school newsletters along with the School Parental Involvement Policy.*
3. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following:
 - *the State’s academic content standards,*

- *the State's student academic achievement standards,*
- *the State and local academic assessments including alternate assessments,*
- *the requirements of Title I,*
- *how to monitor their child's progress, and*
- *how to work with educators:*

Parents will receive training and necessary information on the topics above through:

PTA workshops, Kid Friendly Standards, School-Parent Intervention Compact, highlights of the standards, a list of appropriate web sites, P.S. 268 website, school sponsored trainings and workshops.

4. As appropriate, the school will, with the assistance of the district, provide materials and training such as literacy training and using technology to help parents work with their children to improve their children's academic achievement and to foster parental involvement, by:

Holding regular Title I meetings, Family Nights, and encouraging parental participation in extra-curriculars

5. The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Encouraging staff to attend parental involvement workshops and conferences, web-based learning, and site staff development.

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Upon identification of parental need for information in another language or in another format, the school will take steps to ensure that the parent request is fulfilled.

Total Cost: \$5,779.34

Provide a description of the Activit	How is the impact of this activity related to the plans in the CEP?	How often will this activity be presented?	How many parents will this impact?
ELA Night/Translation Services and Refreshments	To increase students Scale Scores	Annually	12%
Book of the Month	Encouraging the home/school connection	Monthly	25+ parents
Math Night with Translation Services and Refreshments	Increase students scale scores	Annually	12%
Author's Night	To enhance English Language Arts	Annually	15%
Translation Services	PTA meetings	As needed	5%
Gifted and Talented Night	Preparation for Gifted and Talented test	Annually	6%
Trip – Parents/Students	To enhance home/school connection	TBD	10%

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students,

are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

School Agreement

1. To inform parents of school programs and their right to be involved.
2. To offer a flexible number of meetings on school premises at various times and to provide childcare, if possible, for parents who attend the meetings.
3. To actively involve parents in planning, reviewing, and improving school programs and their parental involvement.
4. To provide parents with timely information about all programs.
5. To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district educational information.
6. To provide high quality curriculum and instruction.
7. To deal with communication issues between teachers and parents.
8. To provide parent workshops as appropriate (ie: workshops on reading, language arts, mathematics, and discipline strategies)

Parent Agreement

I understand that my child will spend the most important years of his or her life in school, and I want to help Public School 268 provide the best possible education for my child. I promise, agree, and pledge to the following:

1. To see that my child comes to school every day, on time, and is prepared for the day's work with a pen, pencils, notebook, textbook, and homework.
2. To attend parent-teacher conferences, workshops and orientations and to keep appointments that relate to my child's education.
3. To reply to all letters, messages, notes, and telephone calls from school.
4. To make sure that my child has ample quiet time and a quiet place to complete assignments, homework, and ongoing projects, and also to study each evening with the television, radio, etc., turned off. Homework should be signed every night.
5. To ensure that my child reads every night for at least 30 minutes and that his or her homework is complete.
6. To speak with my child every day about what was done at school and to help my child with his or her homework assignments.
7. To see that my child prepares and studies thoroughly for all examinations.
8. To urge my child to respect himself or herself and to respect others.
9. To see that my child comes to school dressed appropriately in mandatory school uniform.
10. To see that my child does not bring to school toys, video games, cards, or cellular phones.
11. To encourage my child to obey all rules.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section IV for needed information.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See Section IV (Action Plan) for needed information

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

See Section IV (Action Plan) for needed information

o Help provide an enriched and accelerated curriculum.

See Section IV (Action Plan) for needed information

o Meet the educational needs of historically underserved populations.

See Section IV (Action Plan) for needed information

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

See Section IV (Action Plan) for needed information

o Are consistent with and are designed to implement State and local improvement, if any.

See Section IV (Action Plan) for needed information

3. Instruction by highly qualified staff.

See Demographics section for needed information. 100% of teachers are highly-qualified and have more than 2 years of teaching experience.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

See section VI (Action Plan) for needed information

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

P.S. 268 was identified as a Teachers of Tomorrow school by the New York City Department of Education to attract high-quality highly qualified teacher.

6. Strategies to increase parental involvement through means such as family literacy services.

See section IV (Action Plan) for needed information

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

A highly certified teacher teaches a half-day pre-Kindergarten class five days per week to get students prepared for Kindergarten and further academic years. Students become comfortable within the school and learn the routines.

8. Measures to 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.

P.S. 268 engages teachers in many teams and groups to include them in the decision-making process for academic assessments. This includes the Inquiry Team.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See section VI (Action Plan) for needed information

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
□ Currently P.S. 268 does not host any Federal, State, or local services or programs of this nature.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with

disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
IDEA	Federal	Yes			\$12,246	True	Goal 1 (Math), Goal 2 (ELA), and Goal 3 (Special Education and ELL)
Title I, Part A (ARRA)	Federal	Yes			\$108,939	True	Goal 1 (Math), Goal 2 (ELA), and Goal 3 (Special Education and ELL)
Title I, Part A (Basic)	Federal	Yes			\$577,934	True	Goal 1 (Math), Goal 2 (ELA), and Goal 3 (Special Education and ELL)
Tax Levy	Local	Yes			\$8,035	True	Goal 1 (Math), Goal 2 (ELA), and Goal 3 (Special Education and ELL), Goal 4 (Behavior)
Tax Levy	State	Yes			\$68,912	True	Goal 1 (Math), Goal 2 (ELA), and Goal 3 (Special Education and ELL), Goal 4 (Behavior)

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and

 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
P.S. 268 currently has seven children in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
 Students are offered breakfast before school hours, are given items by the school nurse on a need basis, and can retrieve a “Grab-and-Go” food bag during the school day should it be required. Students may also receive school items if needed, such as notebooks, pencils, uniforms, etc.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_18K268_020711-161858.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 108	District 18	School Number 268	School Name Emma Lazarus
Principal Vangela Kirton		Assistant Principal Sylvia Fairclough-Leslie	
Coach Michelle Brown, Litercay		Coach Sharon Worrell, Mathematics	
Teacher/Subject Area Jerome Fox, ESL		Guidance Counselor Angela Newton	
Teacher/Subject Area Regina Wilson		Parent type here	
Teacher/Subject Area Ronald Laurent		Parent Coordinator Imogene Thomas	
Related Service Provider Joseph Antoine		Other type here	
Network Leader Sumita Kaufhold		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	553	Total Number of ELLs	21	ELLs as Share of Total Student Population (%)	3.80%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1) The steps followed to identify ELLs are the administration of the Home Language Survey. Upon entrance into the school each parent is given a HLIS survey to fill out. The parent/guardian is given direct, succinct information on how to do this. If the parent/guardian is not able to fill out the HLIS in English, a translated copy in his/her native language is given to the person in his/ her native language, usually by the pupil personnel secretary, Ms. Donna Fleischman, or by the ELL teacher, Mr. Jerome Fox.

If a translator is needed, one is found in the varied population of the school staff. If the HLIS is filled out in accordance with the criteria that flags the child as a potential ELL, the LAB- R is given to the child. The person who administers the LAB-R is a school certified ESL teacher, Mr. Fox, with a license at the elementary and junior high school level. If the child scores below the designated level on the LAB-R , the child is designated an ELL. The child is placed in our ESL program After hearing about the programs available in the New York City public school system, and filling out the Parent Survey and Selection form the child will either remain in our program , or is given the option to go to another school that has the program that is opted for, or to form a new class if there are enough students opting for the new program at our school.

In our school, data drives instruction. The data from the NYSESLAT, ELA and city-wide math tests, are analyzed, and instruction is focused on mitigating a deficiency, and transforming it into proficiency.

2) All parents are provided with notices, in English, and in their native language, where available, to a showing of Chancellor Klein's DVD, explaining the program's offered by the Department of Education explaining the options available to their children. A representative of the school administration, plus the ESL teacher, and a translator when needed, are present to explain and answer any question that might arise. The DVD is shown in English, plus any appropriate language that might be needed. The notice of the meeting and to show of the DVD, is sent out shortly after the Ells have been identified and tested. The notice is sent out in English, and in the appropriated home language. If we still have difficulty contacting the parent, Ms. Thomas, the parent coordinator becomes involved.

3) If parents do not attend the first meeting, second or third meetings are scheduled very soon after the first meeting, following the same procedures. Again letters are sent out, in English and the home language, notifying the parent about the meeting and its importance. Any sibling or relative who might be in the school, and is known to be friendly with the parent, is asked to help in notifying the parent. If parents still do not respond, a phone call is made either by the ESL teacher Mr. Fox, or the Parent Coordinator, Ms. Thomas, and a letter sent home with the Parent Survey and Selection Form, in English and or the appropriate home language. Efforts are made on a continual basis, trying to contact and make known the choices available to parents about program options available to them.

4) A letter is sent out to the parents notifying them that as result of the Home Language Survey, which they filled out, and because of their child's score on the LAB-R, their child will be placed in an ELL program at our school. This letter is sent out in English and in their home language, As stated above, we also show a DVD about the programs available, and distribute appropriate learning materials to the parent, in order to help ensure that the child's English language learning is advanced. We impart upon the parents that English language learning is taught by the school, but parents must be partners in the learning process. We explain to the parents, that the school

and the ESL teacher are always open to their requests, and any questions they might have.

5) ESL is the program of choice at PS 268. The trend has been ESL and continues to be ESL. At PS 268 no parent has opted to, or desired to, leave the school and choose a different type of program.

2009 7 out of 8 ESL 1 Dual Language

2010 5 out of 5 ESL

6) Parent choices are aligned with the program offered at PS 268. If they are not aligned, and there are 15 students with in 2 consecutive grade levels, PS 268 will open a class that is aligned with the parents' choice.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														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	21	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	16	0	1	5	0	0	0	0	0	21
Total	16	0	1	5	0	0	0	0	0	21

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		3		1	1	1								6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	2	2	1	2		4								11
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1	1										3
TOTAL	2	6	2	5	1	5	0	0	0	0	0	0	0	21

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1 a) The organizational method employed at PS 268 is the pull-out model. We pull-out our students according to the proficiency level they have been placed at. Advanced learners are taken for 180 minutes per week of ESL instruction, and intermediate and beginning learners are taken for 360 minutes per week of ESL instruction. The students are grouped according to their grade levels, NYSESLAT results, and ESL teacher and homeroom teacher observations.

b) The program model employed is a heterogeneous one, with students of mixed proficiency levels grouped in the same class, but with each student approximating the proficiency level of the group, and having the ability, with afforded scaffolding and targeted instruction to understand and to partake and to do the work assigned.

2) The scheduling is done according to the minutes mandated at each proficiency level for each student e.g. 180 minutes per week for advanced students, and 360 minutes for intermediate and beginning students. The schedule is given to the administration by the ESL teacher, and checked by the administration to ensure that the appropriate minutes are scheduled.

a) Explicit ESL, ELA, and NLA instructional minutes are employed in our heterogeneous language population by allocating and integrating lessons to reflect instructional minutes to be allocated.

3) Content area instruction is made comprehensible to our Ells by explaining the key words in each content lesson that might inhibit learning. Before learning the content area, the vocabulary of the lesson must be taught in basic, language familiar terms. The vocabulary words taught will be cross-referenced in the child's language, where possible. Picture clues may also be employed. In class library books in native languages, peer guidance by more proficient students speaking the same language, and internet resources are also employed to help make the content areas comprehensible.

4) a) Differentiated, targeted instruction is employed to bring the SIFE child up to grade level. Books, picture dictionaries, simple reading/picture books, immersion in language, employing CDs, computers, taped books are all used. Writing instruction is given. A SIFE students benefits from the same ESL methodology as non SIFE ELLs.

b) The instructional plan for Ells in U.S. for less than three years is to employ ESL methodologies in order to give each child a rich, grade level vocabulary, and to teach the speaking, the listening and the reading skills required in order that our children may mature into becoming successful learners, and productive United States citizens. Writing and content area skills needed, so the child may navigate competently at his/her grade level. Instruction is standards based, employing ESL and EL A standards.

c) When Ells are here for 4-6 years, instruction is more targeted, and more intervention services are employed.

d) For children receiving ESL services for more than 6, the methodologies employed in 4c are used. Extra intervention services may be employed.

e) A child having special needs will be instructed according to his/her needs. The special needs determine the instruction, Extra scaffolding might be needed, and segments of an assignment might only be assigned, not the whole assignment, as other ELLs might be assigned.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5) Interventions in ELA, math, science, and social studies are offered to all students who are in need of such services at PS 268. The programs are held on weekends, and after school, and are subject to funding. Intervention programs are opened to children grades 3-5. The programs are given in English only.

6) Transitional support is given to those who have gained proficiency as indicated by the NYSESLAT results. Extra testing time and special testing accommodations are given to the former ELLs who have gained proficiency. The former ELLs periodically attend classes with their former cohorts. The former ELLs current teachers are contacted, and a summary report is taken as to their academic status. If a difficulty has arisen, it is met with cooperation and coordination between the ESL teacher and the current official class teacher. Contact with the now proficient ELLs and their former ELL teacher is maintained.

7) In the new year, Tumble books, an on-line service, with an extensive library of computer, audio- books will be employed. Journals will be kept, and appropriate questions will be given, requiring the children to think and use their English language learning skills. Children will give verbal and written reports of the books read. Expectations are that this program will help to expand and elevate the students' listening, speaking, reading and writing skills.

8) No program will be discontinued.

9) ELLs are given equal access to all programs. Letters are translated into the native languages, along with letters in English, describing the activities and programs offered. Each ELL child is asked to sign for his/her letter of notification. The importance of the programs is explained by the ELL teacher, the official class teacher, and announcements are made over the public address system.

10) Listed below is a list of materials that are used at PS 268, in order to promote English language proficiency in our ELLs. Scaffolding, is most important at our lower proficiency levels, and lower grade levels, scaffolding is adjusted to reflect the learning gains of the student. Computer programs may be used at the beginning level, but much teacher guidance and support must be given. As the student progresses, by grade level and proficiency level, more independent work may be assumed by the English language learner.

Kindergarten

Starfall (Computer based) Mighty Books(Computer based) Big Books, ELL CD with school generated alphabet recognition charts, letter

sounds, numbers , days of the week, months, and Dolch words, Crayola on line, Sunshine Alphabet Books, Storytown Letter Sound Rhyme Books

Grade 1

Harcourt- Brace Phonics workbook

Carousel Readers – Dominic Press and writing component

Sunshine Fiction – The Wright Group and writing component

Pair-it Books- Fiction and nonfiction-

Two Voices A Read Along Series- Options Publishing

Letter/Sound Chart, Storytown - Harcourt Brace

Big Book of Rhymes and Poems- Harcourt Brace

ELL CD with school generated alphabet recognition charts, letter sounds, numbers, days of the week, months, and Dolch words, Crayola on line

Leap Frog, Starfall (Computer based), Mighty Books (Computer Based)

Grade 3/2

Jamestown Heritage Readers Book A- Jamestown Publishers and writing component.

Pair-it Books- Fiction and nonfiction Easy True Stories,

Two Voices A Read Along Series- Options Publishing

Big Book of Rhymes and Poems- Harcourt Brace, ELL CD with school Dolch words and school generated booklets with dolch words, Crayola on line,

Leap Frog, Starfall (Computer based), Mighty Books Computer based)

Tumble Books (Computer based) My Skills Tutor

Grade 3/4/5

Jamestown Heritage Readers Book C- Jamestown Publishers and writing component. Tumble Books (Computer based) Best Practices in Reading- Level c- Options Publishing and writing component

Goodman’s Five Star Activity Books Jamestown Publishers and writing component

Folk Heroes Level C- Continental Press and writing component

Children Around the World- Continental Press and Writing Component

My Skills Tutor (Computer Based)

11) Native language support is employed by the use of native language dictionaries, native language books, more advanced English language students, speaking in the native language, and by the acumen, and knowledge and skill of the ESL teacher,

12) Required support services, and resources correspond to the ELLS ages and grade levels.

13) Prior to the beginning of school each year the school’s Administration develops all programs and make certain that staff is in place to meet the needs of all students including all ELLS that may register.

14) None

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The Professional Development plan for our ELL personnel, ESL Teacher Mr. Fox and all teachers who teach ELL students includes the utilization of Study Groups, Faculty Conference, Chancellors Conference days in November and June, Afterschool and/or Weekends to provide PD by the administration, Coaches, Consultants, CFN 108 Staff. PD offered through NYC DOE and BETAC is also offered.

2. ESL Teacher J. Fox, Grade five teachers and School Administration work with Guidance Counselor Angela Newton to provide support ELL students transition from Elementary school to middle school.

3. Teachers receive more than the required 7.5 hours of ELL training as per Jose P. as indicate in part 1 of this section.

E. Parental Involvement

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

1. Parental Involvement in our school is extensive, it includes a functioning PTA with monthly meetings, Full 50% participation on the School Leadership Team, Parent Orientation in September, Open School Week in November and March, Parent Teacher Conferences in November and March, Parent Volunteers, Monthly Book of the Month Parent workshop, Literacy and Mathematics Parent Workshops, ARIS Parent Link Workshop with Data Specialist Sharon Worrell and Assistant Principal Sylvia Fairclough-Leslie, Parent Involvement Workshops/Trainings with the Parent Coordinator Imogene Thomas, as well as additional activities where parents and students attend celebrations and other activities, eg. Hispanic Heritage Month Celebration, Black History Month Celebration, Career Day, etc.

2. Yes

3. Parent Feedback forms and surveys are used to evaluate the needs of the parents.

4. Parental involvement activities are aligned to activities based on needs indicated formally through feedback forms and surveys and informally through conversations with the Parent Coordinator, Teachers, or the Administration.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	5	1	1	0	1								10
Intermediate(I)	0	1	1	2	0	0								4

Advanced (A)	0	0	0	2	1	4								7
Total	2	6	2	5	1	5	0	0	0	0	0	0	0	21

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	1	1	1	0	1							
	I	0	2	0	0	0	0							
	A	0	1	1	3	0	3							
	P	0	1	0	1	1	1							
READING/ WRITING	B	2	3	1	1	0	1							
	I	1	2	1	0	0	0							
	A	0	0	0	4	1	4							
	P	0	0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4		1			1
5		5			5
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			1						1
5	1		4						5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		3		0		1		5
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			1		2				3
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

B) After reviewing and analyzing the assessment data, answer the following 1) At PS 268 we use ECLAS-2, Storytown, Fountas and Pinnell, informal observations and LAB-R and NYSESLAT results, to assess the early literacy skills of our ELLs. Literacy observation is a dynamic process, not static and plans are altered as the child gains proficiency. What we gain from our assessment tools is where we should target our instruction. Where the weakness is, is where we focus our energy and teaching skills

2) Data patterns across time and grade is explicit. In the early years, speaking and listening skills, need to be nurtured and developed. By the 3rd, 4th and 5th grades, teaching is mainly devoted to enhancing the reading and writing modalities. In the early grades, children are mainly at the beginning proficiency levels, while in the upper grades the advanced proficiency level is usually reached. There are exceptions to very rule, and the ESL teacher adjusts his targeted instruction to focus on the deficiencies, if they exist. Data patterns determine teaching. Teaching is data driven.

3) Patterns across NYSESLAT modalities affect and determine instructional decisions. If a student scores poorly on his/her listening skill section, or if the class as whole did not perform well on the listening portion of the NYSESLAT, more class time and instruction is employed to mitigate the listening deficiency. Read a-louds, audio tapes, and computer based technology will be used extensively.

4a) Children are gaining proficiency, as they advance in grade, but it is a struggle. Children have not chosen to take their tests in their native languages, but they have been afforded the opportunity to have a side by side translation of the test to help them.

B) The school leadership team (Staff Members; Principal Vangela Kirton, Teacher/Chair Ronald Laurent, UFT Rep. Christopher Townsend, Teacher Elizabeth Wanttaja, Teacher Tanya Louis, PTA President Rhonda Joseph, PTA Vice President Roger Francis, Parents Ms. Benjamin, Ms. Diaz, and Ms. Calliste) and teachers- especially the ESL teacher, Mr. Fox- use the periodic assessments to focus and to target instruction. Periodic assessments are an unbiased assessment of the students' learning and are used to focus instruction and to mitigate any deficiency. Periodic assessments are an important tool, as long as they are not time consuming and the results returned quickly.

C) Schools are learning from periodic assessments what the learning status and growth of their students is. It is another tool, when it is time appropriate, to enhance proficiency of the teacher, and to make the school leadership aware of the ELLs progress.

5) N/A

6) The success of our program is evaluated on how well our students do in their homeroom classes and in their content area classes, and on how well they have fared on the standardized tests- the NYSESLAST., ELA, MATH, Science And Social Studies tests- but especially on the NYSESLAST test.

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 268 Emma Lazarus					
District:	18	DBN:	18K268	School		331800010268

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded		
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	30	18	30		93.0	94.7	93.3
Kindergarten	55	78	57				
Grade 1	80	85	74	Student Stability - % of Enrollment:			
Grade 2	93	97	75	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	106	96	106		91.0	91.5	93.0
Grade 4	84	122	98				
Grade 5	96	82	111	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		78.6	93.4	93.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		9	16	12
Grade 12	0	0	0				
Ungraded	0	1	0	Recent Immigrants - Total Number:			
Total	544	579	551	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	1	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	30	29	29	Principal Suspensions	2	6	9
# in Collaborative Team Teaching (CTT) Classes	10	19	33	Superintendent Suspensions	23	9	7
Number all others	12	16	10				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	47	44	43
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	7
# receiving ESL services only	21	20	TBD				
# ELLs with IEPs	0	3	TBD	Number of Educational Paraprofessionals	7	7	12

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	97.3
				% more than 2 years teaching in this school	85.1	81.8	90.7
				% more than 5 years teaching anywhere	74.5	68.2	76.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	75.0	88.4
American Indian or Alaska Native	0.2	0.2	0.4	% core classes taught by "highly qualified" teachers	88.9	93.1	91.4
Black or African American	95.2	95.9	94.7				
Hispanic or Latino	3.5	3.1	4.4				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	0.6	0.9	0.5				
Male	54.4	56.0	55.2				
Female	45.6	44.0	44.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	36.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	20.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf