



**PS/IS 268**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 29Q268**

**ADDRESS: 92-07 175 STREET, JAMAICA, NY 11433**

**TELEPHONE: (718) 206-3240**

**FAX: (718) 206-2938**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS/IS 268      **SCHOOL NAME:** PS/IS 268

**SCHOOL ADDRESS:** 92-07 175 Street, Jamaica, NY 11433

**SCHOOL TELEPHONE:** (718) 206-3240      **FAX:** (718) 206-2938

**SCHOOL CONTACT PERSON:** Lissa Grant Stewart      **EMAIL ADDRESS:** lgrants@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Christina Del Tejo

**PRINCIPAL:** Lissa Grant Stewart

**UFT CHAPTER LEADER:** Melody Davis

**PARENTS' ASSOCIATION PRESIDENT:** Shawn Horton/ Chris Enobakhare

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 29      **CHILDREN FIRST NETWORK (CFN):** 2.05

**NETWORK LEADER:** Dr. Joanne Joyner-Wells

**SUPERINTENDENT:** Lenon Murray

**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
Lissa Grant Stewart	*Principal or Designee	
Melody Davis	*UFT Chapter Chairperson or Designee	
Shawn Horton	*PA/PTA President or Designated Co-President	
Theresa Smith DeVerteuill	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Althea Collymore	DC 37 Representative	
Mia Peebles	Member/Assistant Principal	
Christina Del Tejo	Member/Teacher	
Katherine O'Brien	Member/Teacher	
Michelle Mills	Member/Teacher	
Joainne Hinds	Member/Parent	
Watisha Medlock	Member/Parent	
Velda Grant	Member/ Parent	
Dominique Sindayiganza	Member/Parent	
Indira Shiwcharran	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* 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.

*It is our vision that students will experience their classrooms as stimulating and engaging environments where they receive a quality education which prepares them for the global future... It is our vision that they will develop their talents, and become respectful and responsible individuals who are lifelong learners.*

#### **School Mission Statement**

*The mission of PS/IS 268 Queens is to provide a child-centered environment committed to the academic and social development of all children. Together with the collaborative efforts of parents and teachers, our children will be provided with a rigorous academic program and an extensive introduction to the creative arts as we quest to foster successful future leaders*

PS/IS 268, the hidden secret of District 29, exclusively offers a multi-faceted performing arts and holistic academic experience for students in grades K-8. In addition to our rigorous academic instruction, we provide our students with strong programs in Visual and Performing Arts as well as a 1 to 1 laptop technology program. Students are expected to demonstrate respect and responsibility while excelling academically. Together with their teachers, the students create and implement learning goals appropriate to their individualized academic abilities. These goals are shared with our parents to keep them informed of their child's academic progress in the timeframe between each report card evaluation. In addition, the students learn to appreciate the global society we live in and become responsible productive citizens through our school-wide multicultural studies and community service programs.

We offer the following specialized student programs: Teachers College Reading and Writing Project, Studio in the School Visual Arts Program, a Partnership with The Metropolitan Museum of Art, The Morgan Library and Museum, Regents Math instruction, Specialized High School Prep, School-wide Spelling Bee and ELL afterschool instruction. Our students also participate in a variety of Art and Theater enrichment activities, 1 to 1 individual student laptop program, CHAMPS Program.

Our active Parent-Teachers Association and Parent Coordinator work together to sponsor many family activities such as Bed, Books and Beyond, Family Math Night, Literacy Game Night,

Test Prep Workshops for Parents and Movie Night, Parents as Arts Partners Workshops and Health and Nutrition Parent Program.

In K-2, our Early Childhood grades, the students' thirst for knowledge is ignited by developing their active and creative minds with interactive and dramatic Read Alouds to build their vocabulary and knowledge base. We also engage the students in 'hands-on' Math, Science and Social Studies lessons which include small group projects and content area learning center activities. If you enjoy reading a good book, browsing through our K-2 published writing pieces will captivate your minds.

In grades 3-5, our Elementary school, the students are immersed in engaging thought provoking instruction that strengthens their analytical, critical thinking and problem solving abilities by scaffolding the instruction they received in K-2. The ELA and Math programs, Teachers College Reading and Writing Project, and EveryDay Mathematics, respectively, allow the students to integrate read world experiences with New York State curriculum mandates.

Our Middle School students, in grades 6-8, begin their quest to confidently demonstrate their mastery of a variety of K-5 instructional skills in ELA, Math, Writing, Science, Social Studies and Technology. The rigorous instruction and learning experiences allows them to practice for academic success through a departmentalized program which focuses on interdisciplinary discussions.

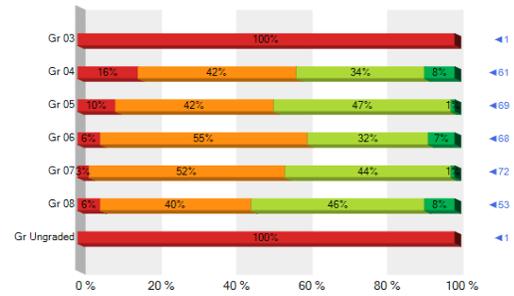
By the time our students have completed the 8<sup>th</sup> grade they are ready to "fly the nest" and achieve success in their selected secondary schools.

#### **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 school's 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?
-



**English Language Arts**

The results of the Spring 2010 NYS ELA exam reveal a retreat in the level 3 and 4 students along with a concordant explosion in the number of level 2 students. While there were shifts in the testing paradigm for this

exam, instruction must mimic the altered focus in order for our students to be successful.

One building trend which evidenced itself was the increased IEP population. The second graph illustrates that subgroup's performance, by grade, as measured against their general education peers. The graph representing IEP students; matches the corresponding general education scenario for the two base achievement levels. The IEP students however have not been able to achieve level 4 in

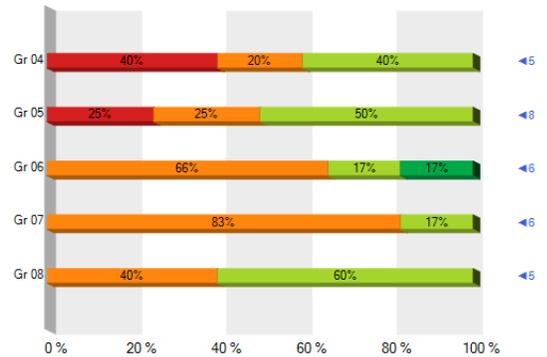
proportion to the GE population. In two of the grades, 4 and 5, the bulk of the IEP students were taught in Integrated Co-Teaching (ICT) environments with intimate exposure to general education curriculum. On the other hand, in grade 4 there shows a marked departure of the IEP child’s achievement relative to that of their general education peer. While, for the year tested there was an ICT class on the 4<sup>th</sup> grade, there also existed a self-contained grouping which was included. As the PS/IS 268 self contained classes are assembled by staffing ratio and not disability, it may well serve the greater interests of the IEP student in ELA to receive that instruction in a general education setting to the greatest degree possible. The clearest methodology to manifest this would be through a drastic expansion of the PS/IS 268 mainstreaming initiative.

The last graph is indicative of the English Language Learner population. For the purposed of this study; current ELLs, former ELLs, and ELL eligible – not receiving, were pooled together. The current ELL population remains very small in the upper grades, however as the lower grades acquire ELLs a change is expected. Generally speaking, ELLs in the testing grades are mired in the lower two levels. One possible remedy would be to institute transitional push-in support from an ESL teacher to increase academic confidence and to reduce instructional fragmentation.

NYS ELA results by grade

NYS ELA - IEP students by grade

NYS ELA – ELL students by grade

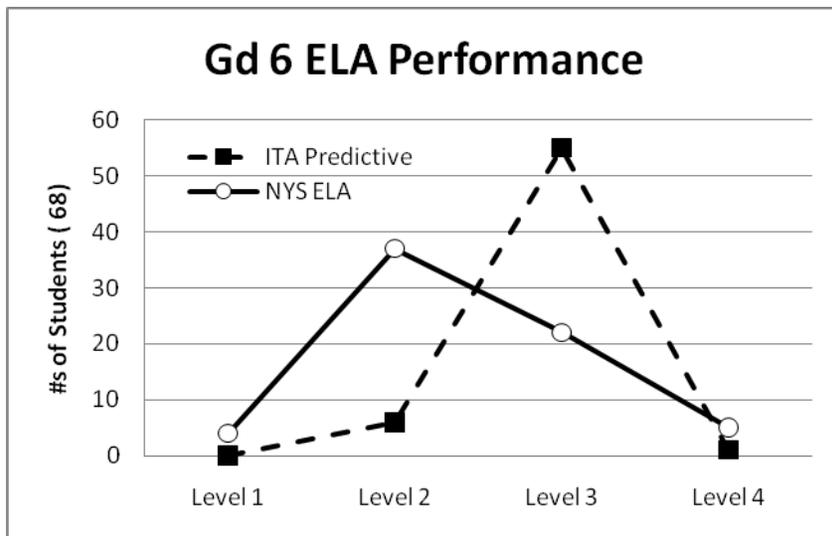
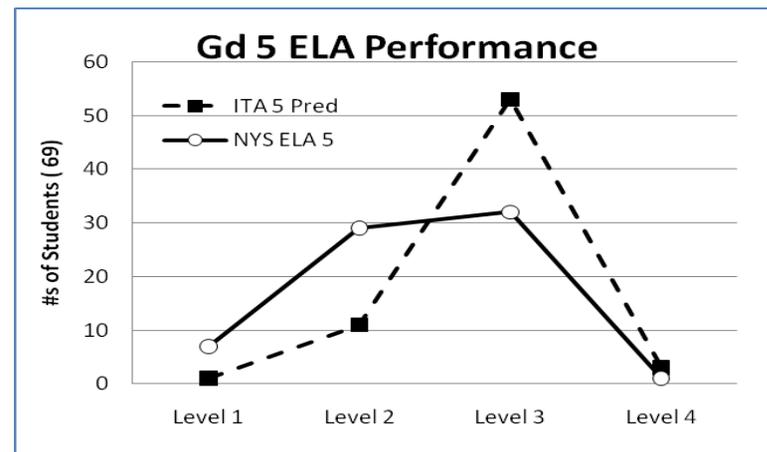
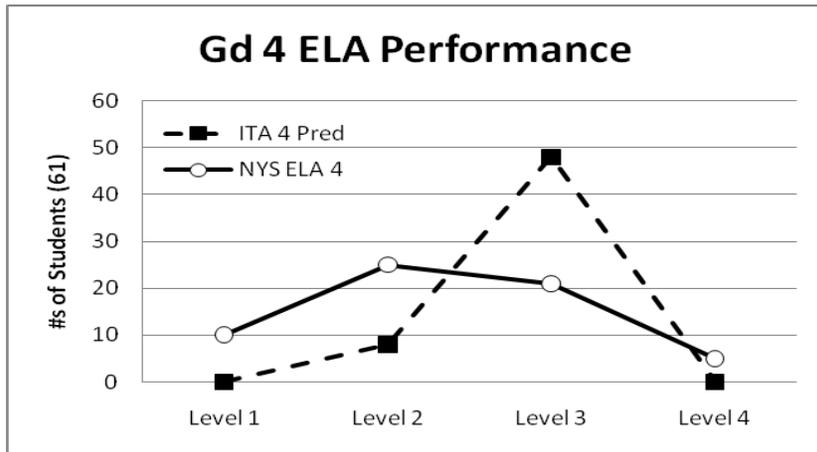


**Legend**

- Red – Level 1
- Orange – Level 2
- Lime – Level 3
- Green – Level 4

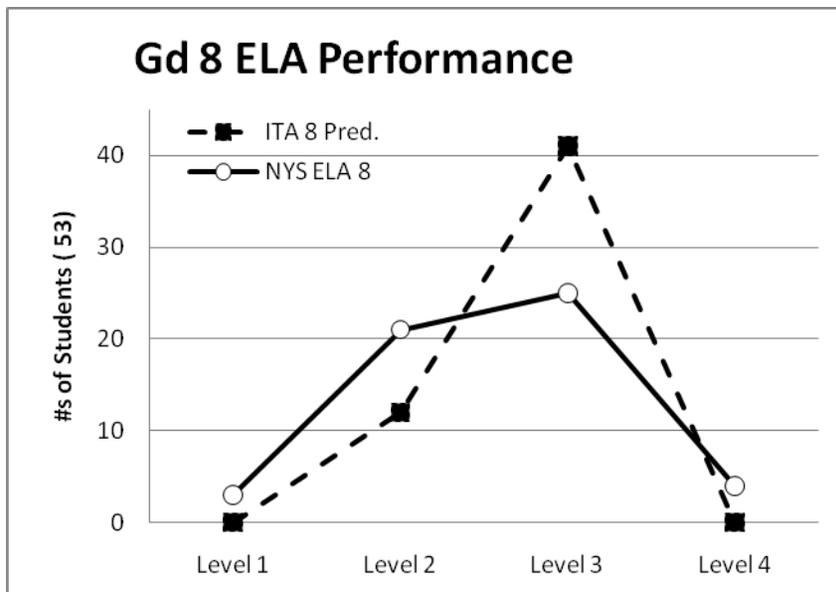
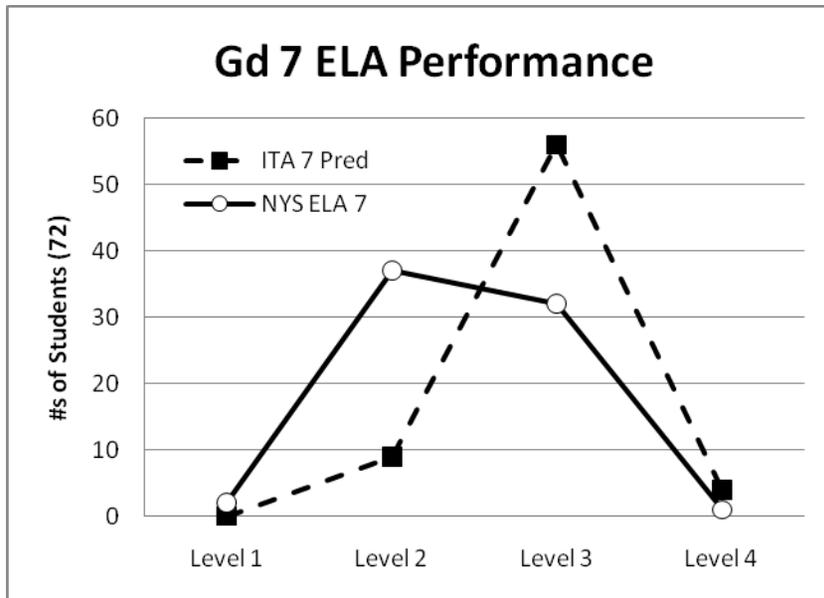
*Graph data source – ARIS, October 2010.*

ELA Comparative Measures



The five graphs compare student performance on the NYS ELA 2010 exam against the same students'

was some span of time between the two administrations, if the ITA were an accurate and reliable indicator, a strong positive correlation should be evident between the graphs. As the positive correlation is absent, we as a school, must seek alternate measures accurately reflect formative assessment. The ITAs consistently under-reported level 1 and 2 students while grossly exaggerating the numbers of level 3s. Due to the unavailability of Teachers' College Assessment reports, this same litmus test could not be applied to that dataset.



follow-up task would be to juxtapose these results against measures such as ACRWP seeking a strong positive correlation with which to craft instruction.

The strand results of the 2010 ELA exam, as evidenced in the current ARIS representations, however do reveal that the students in general have difficulty with non-fiction readings. This evidence has major implications as the students advance in grade and increasing amounts of their instruction does come from texts, authoritative internet sources, and library based research. The scope of this facet does not stop at the ELA door as reading and comprehending factual information does cross all curricular boundaries.

*Graph data source – ARIS Reports, October 2010.*

**Mathematics**

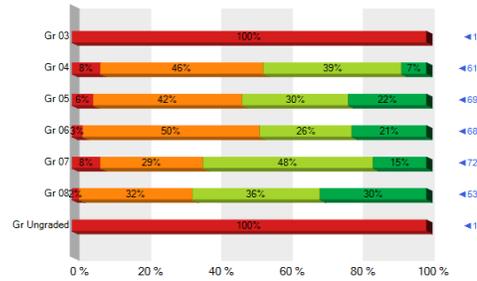
The general of mathematics achievement at 268, as reported by the 2010 NYS Math exam, shows a retreat of all scores to lower levels. The amount of level 4 students has decreased, although not as precipitously as ELA. The level 3 ranks have also thinned and Level 2 swelled. There was a slight increase in the bottom quartile of students.

A closer inspection of the NYS scores was performed utilizing the ARIS stand analysis tools. Aside from deficiencies in geometry and statistics, which will be addressed later in this document, the students exhibit trouble with problem solving. Again to revisit the proposed actions regarding ELA instruction, the students need to be stronger in reading for understanding and digesting that material critically. A rise in the math scores as related to problem solving is expected as the critical understanding of the questions being posed raises. In general, numeration and number sense do not seem to be an over-riding concern.

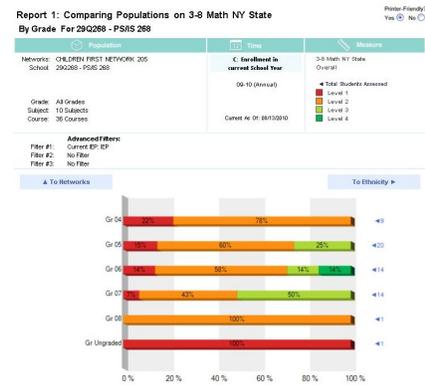
One building trend which evidenced itself was the increased IEP population. The second graph illustrates that subgroup’s performance, by grade, as measured against their general education peers. The graph representing IEP students; matches the corresponding general education scenario for the two base achievement levels. The IEP students however have not been able to achieve level 4 in proportion to the GE population. In two of the grades, 4 and 5, the bulk of the IEP students were taught in Integrated Co-Teaching (ICT) environments with intimate exposure to general education curriculum. On the other hand, in grade 4 there shows a marked departure of the IEP child’s achievement relative to that of their general education peer. While, for the year tested there was an ICT class on the 4<sup>th</sup> grade, there also existed a self-contained grouping which was included. As the PS/IS 268 self contained classes are assembled by staffing ratio and not disability, it may well serve the greater interests of the IEP student in ELA to receive that instruction in a general education setting to the greatest degree possible. The clearest methodology to manifest this would be through a drastic expansion of the PS/IS 268 mainstreaming initiative.

The last graph is indicative of the English Language Learner population. For the purposed of this study; current ELLs, former ELLs, and ELL eligible – not receiving, were pooled together. The current ELL population remains very small in the upper grades, however as the lower grades acquire ELLs a change is expected. Generally speaking, ELLs in the testing grades display good number skills but have trouble with language intensive problem solving.. One possible remedy would be to institute transitional push-in support from an ESL teacher to increase academic confidence and to reduce instructional fragmentation.

**NYS Math Overview by Grade**



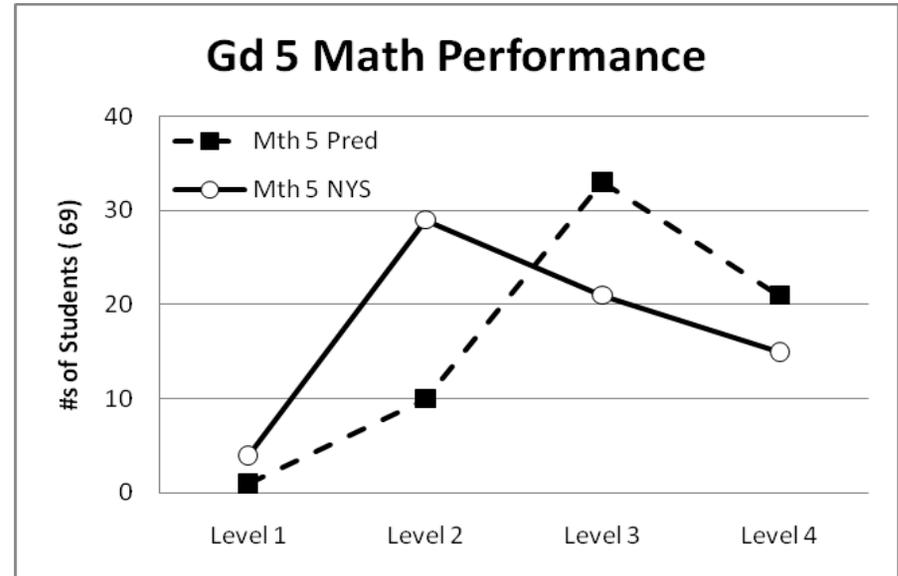
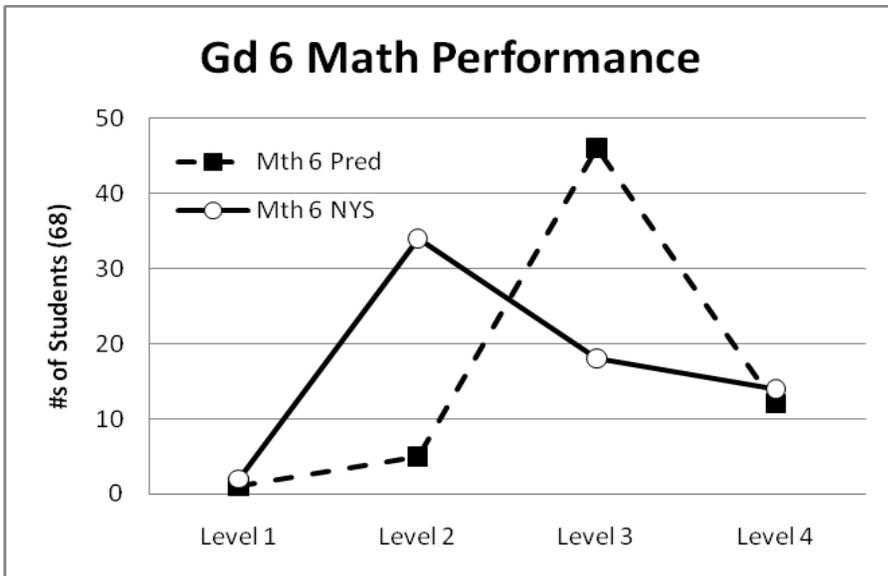
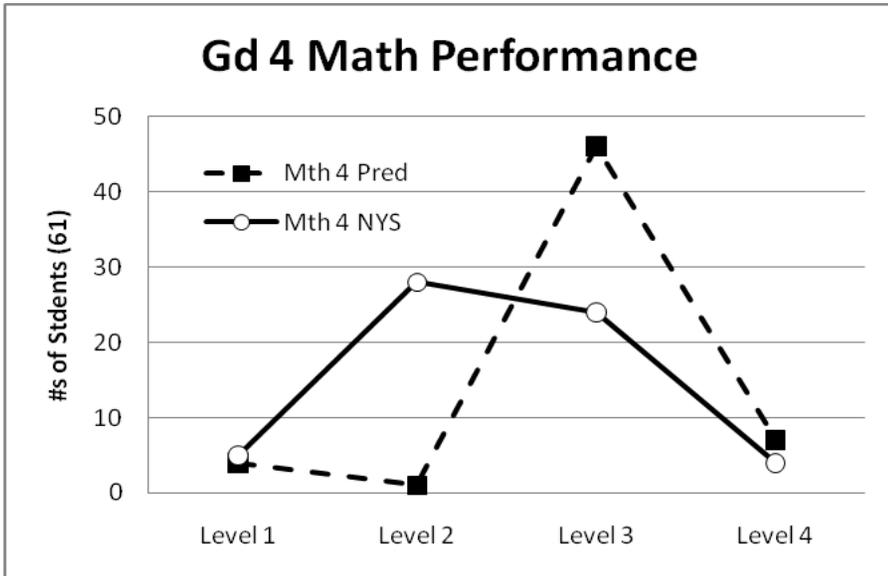
**NYS Math – IEP students by grade**



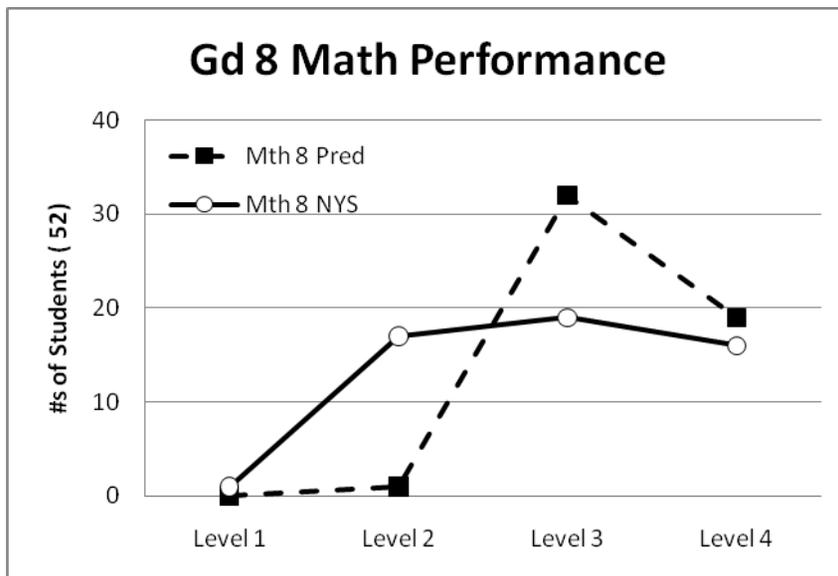
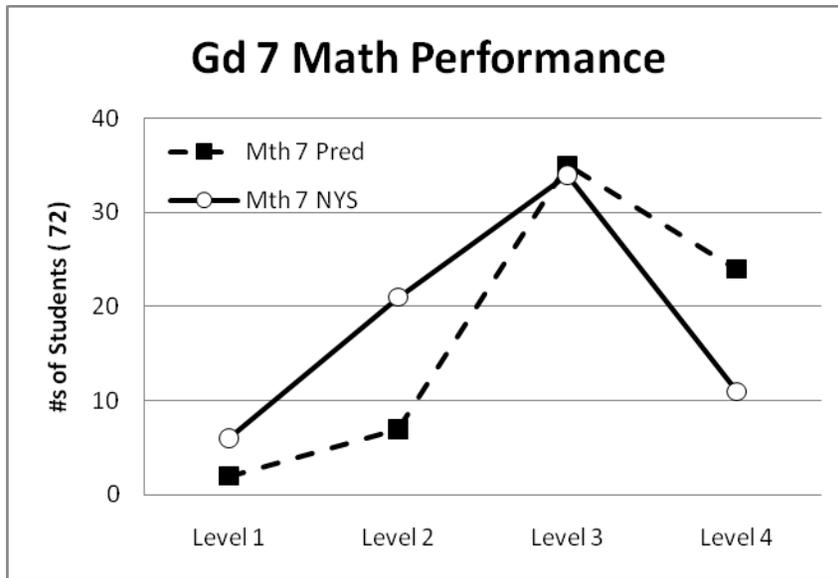
**NYS Math – ELL Students by grade**



*Graph data source – ARIS Reports, October 2010.*



The five graphs compare student performance on the NYS Math 2010 exam against the same students' achievement on the Math Predictive. While there was some span of time between the two administrations, if the Math predictive were an accurate and reliable indicator, a strong positive correlation should be evident between the graphs. As a strongly positive correlation is absent, we as a school, must seek alternate measures accurately reflect formative assessment. The predictives consistently under-reported level 2 students while exaggerating the numbers of level 3s. Interestingly, the predictive test correlated well with the NYS exam on both level 1 and level 4 students. Due to the unavailability of Performance Series reports, this same litmus test could not be applied to that dataset.



A follow-up task would be to juxtapose these results against measures such as the Performance Series seeking a stronger positive correlation with which to craft instruction. A second task would be to exam the data from the Predictive and state exam more closely to see if a conversion factor could be applied to the predictive data to correct the flaws in level 2 and 3 reporting.

As the students advance in grade an increasing amount of their learning in the natural sciences does require analytical skills to sift through texts, authoritative internet sources, library and laboratory based research.

The strand results of the 2010 Math exam, as evidenced in the current ARIS representations, however do reveal that the students in general have difficulties in problem solving, geometry and statistics. The problem solving difficulties harkens back to the demonstrated ELA need in deriving meaning from factual information. Until the students are able to consistently critically read, and therefore reason, this area will remain to be problematic. An interdisciplinary approach to the reading issue, designed to promote skill transference across curricular lines is essential for the students to bring essential skills to bear. Geometry requires a very different skill set from the other purely numerically based mathematical strands. The geometry difficulties cry for increased hands on instructional approaches in order to have the tactile experiences which solidify this very concrete discipline. With regards to the illustrated statistics shortcomings, it represents a very small portion of the overall exam, therefore a triage approach to probability and statistics would be appropriate.

**Science**

A review of the available item analysis data spanning NYS Written and Performance based Science Exams from 2009 until present reveal two trends; 1) an improvement in lab skills and a progressive deficiency in the extended response questions.

The school is building on the burgeoning lab success by investing in hands on lab kits for students in grades K through 5. For the middle school students, a school schedule has been put into place which has built in, exclusive, lab time taught by science specialists.

With respect to the difficulties seen in the extended response questions in grades 4 and 8 – the initiative outlined under ELA should address the problem. Once again we are seeing a failure to comprehend and then conceptualize the presented problems. One of the key goals for PS/IS 268 is for students to address more complex texts and to successfully comprehend the presented materials on both literal and abstract levels.

\*\*\*\*\*

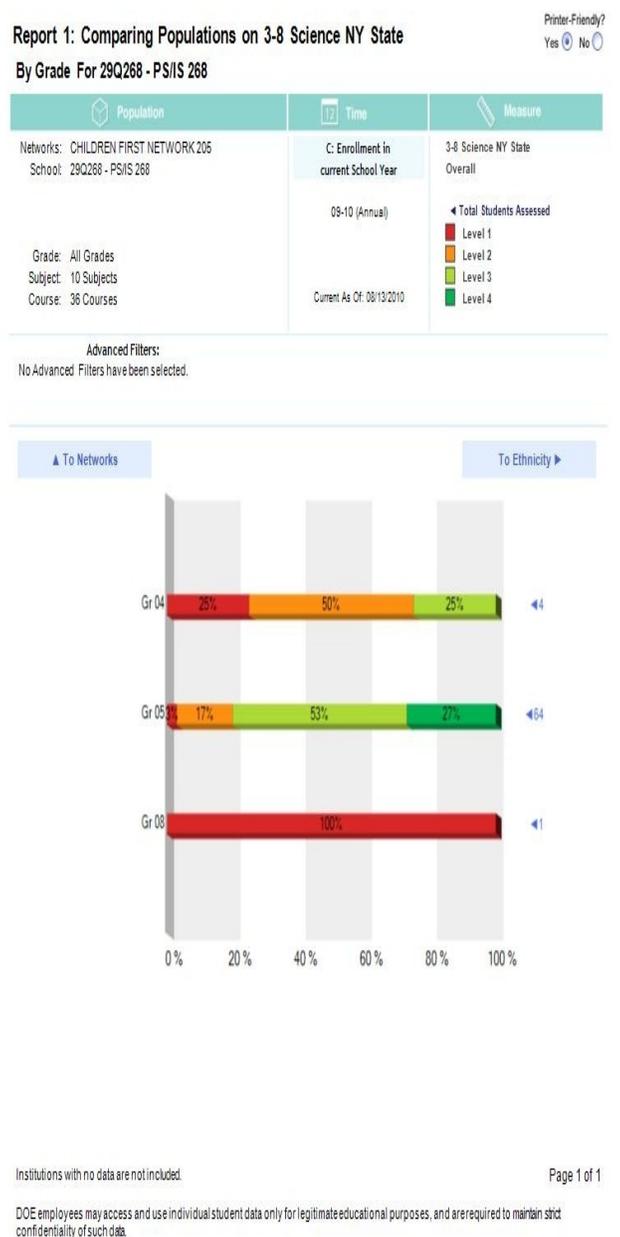
**Social Studies**

Although Social Studies falls under the humanities, the strategies enumerated under science also apply. The students have displayed very superficial skills in critical analysis and abstract understanding. These deficits become particularly pronounced when map skills, inferencing, and analysis of primary source documents are required. The lack of a NYS Social Studies assessment this year will not deter PS/IS 268 from pushing forward in a broad based approach to understanding and critiquing factual material on a multitude of levels.

**Accomplishments and Roadblocks**

The greatest accomplishment we have noticed has been the wholesale retreat of chalk and talk instruction in our classrooms. Through the advent of arts and technology we have been able to meet the students where they live with regards to multisensory and multimedia learning. The added benefit would be the increase of real world instruction with authentic sources.

In the past we have noticed our students have not made the transfer of skills between curriculum areas, therefore we have moved towards implementing instructional approaches to accentuate the connections between the subject areas.





**SECTION III – Cont'd****Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>									
<b>School Name:</b>									
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>					
<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Pre-K	0	0	0				94.8	95.2	TBD
Kindergarten	46	59	60						
Grade 1	52	59	65	<b>Student Stability: % of Enrollment</b>					
Grade 2	64	55	58	(As of June 30)			2007-08	2008-09	2009-10
Grade 3	60	74	58				98.2	97.0	TBD
Grade 4	67	711	68						
Grade 5	51	68	71	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	63	53	73	(As of October 31)			2007-08	2008-09	2009-10
Grade 7	46	60	53				63.0	63.5	79.0
Grade 8	51	40	58						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)			2007-08	2008-09	2009-10
Grade 11	0	0	0				2	1	TBD
Grade 12	0	0	0						
Ungraded	0	0	1	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)			2007-08	2008-09	2009-10
Total	505	539	565				1	1	0
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					

DEMOGRAPHICS							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	18	21	22				
No. in Collaborative Team Teaching (CTT) Classes	24	34	33	Principal Suspensions	24	18	TBD
Number all others	25	28	23	Superintendent Suspensions	8	9	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	28	36	31	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	1	8	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	43	44	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	8	9	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	TBD
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	TBD
American Indian or Alaska Native	1.4	1.5	1.8	Percent more than two years teaching in this school	60.5	72.7	TBD
Black or African American	59.6	56.8	55.2	Percent more than five years teaching anywhere	34.9	38.6	TBD
Hispanic or Latino	16.8	16.7	17.2				
Asian or Native Hawaiian/Other Pacific Isl.	19.2	21.2	21.2	Percent Masters Degree or higher	86.0	91.0	TBD

DEMOGRAPHICS							
White	3.0	1.5	1.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	82.6	94.0	TBD
Multi-racial							
Male	49.5	50.3	51.2				
Female	50.5	49.7	48.8				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> <input 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input 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:						
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>						
	Basic	Focused	Comprehensive				
In Good Standing (IGS)				<input checked="" type="checkbox"/>			
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level ( <input checked="" type="checkbox"/> )		Secondary Level ( <input checked="" type="checkbox"/> )				
	ELA:	<input checked="" type="checkbox"/>	ELA:				
	Math:	<input checked="" type="checkbox"/>	Math:				
	Science:	<input checked="" type="checkbox"/>	Grad. 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
<b>Ethnicity</b>					
American Indian or Alaska Native					
Black or African American	✓	✓			
Hispanic or Latino	✓	✓			
Asian or Native Hawaiian/Other Pacific Islander	✓	✓			
White					
Multiracial					
<b>Other Groups</b>					
Students with Disabilities	✓	✓			
Limited English Proficient					
Economically Disadvantaged	✓	✓			
<b>Student groups making AYP in each subject</b>	6	6	1		
<b>Key: AYP Status</b>					
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></p>					

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	✓
<b>Overall Score</b>	68.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	9	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	17.2	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	40.9	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	✓
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			



**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.

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1. By the end of June 2011, the amount of level of 3 and 4 students will increase by 4% on the reading and math NYS assessments through the implementation of differentiation, data driven instruction and academic rigor as measured by rubric based assessments, state exam scores which support data-driven instruction.

It is our intention to raise the level of student expectations and academic rigor in Reading and Math to meet the new common core state standards and to prepare our students to be college ready.

2. By the end of June 2011, teachers will integrate Fine Arts and Technology into the core content subject areas through the use of Interdisciplinary projects, Multimedia, Technology based Instructional Programs, and the one -to- one laptop program for grades 4-8. This will be measured by the students' performance levels on rubric based portfolio assessment pieces.

It is our intention to deepen the students' understanding and engagement in the core subject areas by integrating Fine Arts and Technology in the learning process.

3. By the end of June 2011 we will increase family involvement in the learning process thus promoting a home-school partnership by raising the level of family attendance from 10% to 15% as measured through attendance at PTA meetings and parent teacher conferences, in addition to the parental feedback from information distributed through school calendars, Echalk, teacher created communication, and academic progress reports.

It is our intention to strengthen the established home-school connection to promote a higher level academic success for our students.



**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.*

**Integrate Arts and Technology**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2011, teachers will integrate Fine Arts and Technology into the core content subject areas through the use of Interdisciplinary Projects, Multimedia, Technology-based Instructional Programs, and the One -To- One Laptop Program for grades 4-8. This will be measured by the students’ performance level scores on rubric based portfolio assessment pieces.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Through visual classroom observations, we found that our students demonstrated increased engagement when involved in activities that incorporate Arts and Technology. As a result we have integrated those areas into core curriculum subject areas by:</p> <ul style="list-style-type: none"> <li>• Providing scheduled time for classroom teachers in grades K-8 to collaborate with art teachers to develop units of study to integrate the curriculum, and plan extension activities to enhance the learning in the classroom.</li> <li>• Integrating technology with all subject areas in grades K-8. This will be supported by the technology teacher and the technology coach.</li> <li>• Providing training in the use of the Renzulli Learning System in elementary and middle school.</li> <li>• Providing K-8 teachers and Artists with multiple planning sessions throughout the year to plan for integration.</li> <li>• Providing professional development for classroom teachers on developing artwork, and increasing teacher expertise in technology and creating artwork extension activities.</li> <li>• Having classroom teachers display artwork, art vocabulary, and extension activities for the art unit in each classroom.</li> </ul>

	<ul style="list-style-type: none"> <li>• Developing a 1<sup>st</sup> grade art-literacy integration program to enhance reading and writing skill</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> <li>• Allocate per diem and per session funds for training and planning sessions. (Tax Levy Fair Student Funding)</li> <li>• Allocate Title I funds to supplement the Studio in a School Grant. The grant provides the school with 30 sessions of art instruction.</li> <li>• Provide staff members with three art integration lessons</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Art samples and extension activities will be evident in all classrooms and in the hallways.</li> <li>• Teachers will reflect integrated instruction in their lesson plans.</li> <li>• Increased participation will be monitored through professional development sign in sheets and feedback forms</li> <li>• Renzulli management system will be monitored to track teacher and student participation</li> <li>• Interim progress will be measured by increase in writing volume and quality, use of art and technology, and academic specific programs. Students will incorporate various uses of art and technology to enhance academic skills for the 2010-2011 school year.</li> </ul>

## Home-School Connection

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2011 we will increase family involvement in the learning process thus promoting a home-school partnership by raising the level of family attendance from 10% to 15% as measured through attendance at PTA meetings and parent teacher conferences, in addition to the parental feedback regarding information distributed through school calendars, Echalk, teacher created communication, and academic progress reports.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>After analyzing the Learning Environment survey, we concluded we would establish a more effective communication tool to relay the academic expectations of our students to their parents in an effort to increase student achievement by:</p> <ul style="list-style-type: none"> <li>• Communicating what students are learning in all subject areas and share student products with the school community.</li> <li>• Creating a parent committee and parent handbook with school regulations, expectations, and dates             <ul style="list-style-type: none"> <li>▪ Developing working calendar for parents with important dates and events</li> </ul> </li> <li>• Increasing attendance at monthly PTA meetings by including the distribution of “Student of the Month” awards and interested based agendas.</li> <li>• Presenting eChalk refresher workshops and random monthly on-going checks with feedback</li> <li>• Planning additional evening monthly family workshops</li> <li>• Distributing progress reports to parents between each report card</li> <li>• Scheduling appointment times for parent-teacher conferences to provide effective individual conversations</li> <li>• Reflecting on the results of the School Learning Survey and parent recommendations and make adjustments as necessary.</li> <li>• Gathering data and plan ways to improve family involvement for 2011-2012</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>The people responsible for the implementation of the aforementioned are:</p> <ul style="list-style-type: none"> <li>• Staff and Faculty Members</li> <li>• Parents</li> <li>• Students</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Communication logs between staff and family members</li> <li>• Agendas for PTA meetings and workshops</li> <li>• Attendance sheets at school functions</li> <li>• School calendar with all important dates</li> <li>• eChalk websites for every class</li> <li>• Parent – Teacher meeting schedules</li> <li>• Pre-report card progress reports</li> </ul>

**Increase performance and progress of Level 3 and 4 students**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2011, the amount of level of 3 and 4 students will increase by 4% on the reading and math NYS assessments through the implementation of differentiation, data driven instruction and academic rigor as measured by rubric based assessments, state exam scores which support data-driven instruction.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>After analyzing the NYS Math and ELA Assessments and NYC Acuity scores for grades 3-8 we found our Level 3 and 4 students did not meet the benchmarks. In an effort to raise the level of student expectations and academic rigor in Reading and Math to meet the new common core state standards we are incorporating differentiation through small group instruction for our Level 3 and 4 students as a priority for 2010-2011 school year.</p> <p>To achieve this goal PSMS 268 will:</p> <ul style="list-style-type: none"> <li>• Implement an 8<sup>th</sup> Grade Math Regents course designed to prepare students for the Regents exam.</li> <li>• Differentiate instruction to address a more in-depth understanding of subject matter and improve critical thinking skills.</li> <li>• Higher performing students will be grouped together for a research driven enrichment program based on areas of interest.</li> <li>• Utilize the Renzulli Learning System as a means of differentiated instruction that challenges and engages students. This program allows the teacher to address each student’s strengths and provide enrichment activities based on their preferred style of learning. This program is available for every child in the school and will be utilized all year.</li> <li>• Train teachers to incorporate higher order thinking questions in lessons to encourage critical thinking skills.</li> <li>• Develop general academic vocabulary and content area vocabulary lessons by displaying words on the word wall in each class.</li> <li>• Develop school-wide study to vertically align curriculum across grades</li> </ul>

	<ul style="list-style-type: none"> <li>• Responsible Staff Members: Classroom teacher, Coaches, Cluster/ Quota Teachers, Intervention Teachers, Guidance Counselor</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> <li>• Teachers will attend Curriculum Planning Sessions for AP classes.</li> <li>• Teacher will attend Professional Development for ‘Differentiated Instruction.</li> <li>• Allocate Per Session funding for after –school training sessions (Tax Levy Fair Student Funding)</li> <li>• Allocate Per Diem funds (Title I) to provide coverage for planning sessions</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Periodic assessments and standardized tests will reflect gains in accomplishments. The Renzulli program has periodic self-assessment tests built into the program. Teachers will have access to these results to measure student progress in each content area.</li> <li>• The number of students inducted into Arista Honor Society and placed on the Honor Roll should increase due to higher grade point averages.</li> <li>• Small group planning sheets will reflect student participation in enrichment activities. Interim progress will be measured by bimonthly acuity and predictives, during grade and data meetings to tailoring instruction to meet the needs of all students for the 2010-2011 school year.</li> </ul>

## **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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**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	16	16	N/A	N/A	6	0	0	0
1	22	22	N/A	N/A	2	0	0	0
2	28	28	N/A	N/A	9	0	0	0
3	19	19	N/A	N/A	3	0	0	0
4	10	25	0	0	7	0	0	0
5	16	21	0	0	10	0	0	0
6	15	22	15	12	12	0	0	0
7	23	20	1	0	75	0	0	0
8	14	10	1	0	53	0	0	0
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- 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. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<b>Small group push in and pull out program, during the day two or three times per week. The groups are based on Teacher College Assessment as well as NYS ELA Exams. The types of programs used are Wilson, Foundations, Academic Workout, Zoom In Program, and Guided Reading. We provide targeted instruction based on Teachers College Reading and Writing Project Benchmarks for Assessment.</b>
<b>Mathematics:</b>	<b>Instruction is provided twice a week using a push in and/or pulls out program during the school day in the form of small groups with differentiation. The teacher provides instruction based on Everyday Math pacing/assessment results as well as NYS Math Exams from the previous year. The programs that are utilized are Step by Step, Exploring Math, Math Options and Problem Solving Step by Step.</b>
<b>Science:</b>	<b>Small group instruction designed to remediate any deficiencies tested in the NYS Grade 4 Science Exam and Grade 8 Practice Science Exam. In addition the fourth grade classes receive a push in science period once a week with the Science teacher.</b>
<b>Social Studies:</b>	<b>Small group instruction designed to remediate any deficiencies tested in the NYS Grade 5 and 8 Social Studies Exams. The primary thrust of the course is to ready students for interpretation of Document Based Questions (DBQs). In addition each Grade 5 class receives an additional pull out period once a week with the Social Studies teacher.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Small group and/or individual counseling sessions designed to build short term coping strategies to overcome an immediate emotional obstacle. All students participating in at risk guidance are discussed in, as a matter of course, in the PPT meetings.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>The school psychologist addresses the needs of at risk students as needed.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Social Worker addresses the needs of at –risk students as needed.</b>

**At-risk Health-related Services:**

**The School Nurse provides Asthma Management classes to students who fit the criteria.**

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

*NCLB/SED requirement for all schools*

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

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**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) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**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.

**Section III. Title III Budget**

School: PS/IS 268 BEDS Code: 29Q268

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$ 8980	180 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$ 1000	<b>Professional Development in ESL instruction for ESL teacher and General Ed. Teachers.</b> ○ ICI Network Professional Development Sessions
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$ 370	Computer Headphones, Instructional Materials
<b>Educational Software (Object Code 199)</b>	\$ 4650	<b>Licenses for the Imagine Learning Program</b>  <b>\$150 per license per student x 31 students</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$1500.00	

### **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**

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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.

PS/IS 268 will provide written translation of a variety of documents including PTA meeting notices, open school invitations, special events activities and announcements, report cards and Internet postings. These documents will be translated into Spanish, Bengali, and Haitian Creole. Oral translations are provided at Parent Teacher Conferences. There are signs posted in the school lobby stating that there are interpretation services within the building.

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.

Since we have translated material going to the ELL parents, we see an increase in the parent participation. We have interpreters for meetings and over the phone interpretation for conferences.

#### **Part B: Strategies and Activities**

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

The written translations of documents are being provided by parent volunteers, on an as needed basis, for all documents that require dissemination to the school community.

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

Oral interpretations are provided by parent volunteers and Legal Interpretation Services, which also assist during Parent Teacher Conferences.

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

In accordance with Chancellor's Regulation A-663 the parents at PS/IS 268Q receive messages, letters, and flyers in their native language. We have interpreters on hand for the Parent Teacher Conferences and also at the PTA meetings. We also have interpretation services use over the Parent Coordinators Department of Education Telephone. Workshops are given and resources are recommended to all families who are in need of language assistance.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	336,166	17,913	354,079
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,362	181	3,543
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,810	*	
4. Enter the anticipated 10% set-aside for Professional Development:	33,620	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_94% \_\_\_\_\_
6. If the percentage of high quality teachers during 2008-2009 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.

The teachers who are not highly qualified are taking courses to fulfill their requirements. The cost of the courses will be reimbursed with Title 1 Funds. Additionally, teachers will take part in professional development.

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

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **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 Needs Assessment pg. 7-13
2. School-wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

Professional development for teachers is ongoing. Instructional support from Teachers College Reading and Writing Project will enhance literacy instruction. See Goals and Action Plans pgs. 22-27

3. Instruction by highly qualified staff.

Staff members are highly qualified

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.

- a. Professional development for teachers will be ongoing. Instructional Support from Teachers College Reading and Writing Project will enhance literacy instruction. Mathematics instruction will be enhanced by monthly regional professional development opportunities for the Everyday Math and Impact Math Program.
- b. There are three full time coaches for instructional support: math coach, literacy coach, and technology coach.
- c. Paraprofessionals will be trained to administer the Great Leaps Program in Reading and Math.
- d. Academic Intervention Team will receive regional professional development including the Wilson Reading Program.
- e. Many teachers will attend summer institutes to support the literacy, math, and technology program.

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

N/A

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

See Parent Involvement Policy

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.

NA

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.

See Action Plans

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.
  - a. Professional development for teachers will be ongoing. Instructional Support from Teachers College Reading and Writing Project will enhance literacy instruction. Mathematics instruction will be enhanced by monthly regional professional development opportunities for the Everyday Math and Impact Math Program.
  - b. There are three full time coaches for instructional support: math coach, literacy coach, and technology coach.
  - c. Paraprofessionals will be trained to administer the Great Leaps Program in Reading and Math.
  - d. Academic Intervention Team will receive regional professional development including the Wilson Reading Program.
  - e. Teachers will have the opportunity to attend summer institutes to support all curriculum areas.
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.
  - a. Grade 7 students participated in Project Aim, a pilot program designed to build self esteem and prepare students for high school and beyond. The program uses the legacy of prominent current and historical leaders to inspire students. Students identify the careers that match their personal profiles and learn how to create resumes and business cards, and set goals to attain their dreams for the future.

## **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 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" <sup>1</sup> Consolidated in the Schoolwide Program ( <input checked="" type="checkbox"/> )			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check ( <input checked="" type="checkbox"/> ) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check ( <input checked="" type="checkbox"/> )	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$336,166.42	✓	20-27
Title I, Part A (ARRA)	Federal	✓			\$17,732	✓	22-27
Title II, Part A	Federal		✓				
Title III, Part A	Federal		✓				
Title IV	Federal		✓				
IDEA	Federal		✓				
Tax Levy	Local	✓			\$22,636	✓	22-27

**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.

**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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **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.)

There are currently 5 families in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

We will assist with school supplies, uniforms, and transportation (Metro cards).

If the children are in need of eyewear or hearing aides we will assist them with the Title I monies delegated for such use.

### **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.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	PS/IS 268						
<b>District:</b>	29	<b>DBN:</b>	29Q268	<b>School</b>		342900010268	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	0	0	0		94.8	95.2	94.9
Kindergarten	59	60	63				
Grade 1	59	65	64	<b>Student Stability - % of Enrollment:</b>			
Grade 2	55	58	69	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	74	58	51		98.2	97.0	96.0
Grade 4	71	68	62				
Grade 5	68	71	70	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	53	73	68	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	60	53	74		63.0	79.0	79.0
Grade 8	40	58	53				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	1	13
Grade 12	0	0	0				
Ungraded	0	1	0	<b>Recent Immigrants - Total Number:</b>			
Total	539	565	574	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	1	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	21	22	18	Principal Suspensions	24	18	26
# in Collaborative Team Teaching (CTT) Classes	34	33	38	Superintendent Suspensions	8	9	10
Number all others	28	23	22				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	43	44	46
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	9	6
# receiving ESL services only	36	31	TBD				
# ELLs with IEPs	1	8	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	6

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	4	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	60.5	72.7	69.6
				% more than 5 years teaching anywhere	34.9	38.6	47.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	91.0	95.7
American Indian or Alaska Native	1.5	1.8	2.8	% core classes taught by "highly qualified" teachers	82.6	94.0	93.0
Black or African American	56.8	55.2	52.1				
Hispanic or Latino	16.7	17.2	19.5				
Asian or Native Hawaiian/Other Pacific	21.2	21.2	24.0				
White	1.5	1.8	1.0				
<b>Male</b>	50.3	51.2	50.7				
<b>Female</b>	49.7	48.8	49.3				

#### 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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated 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:

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>				NR	
<b>Overall Score:</b>	51.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & 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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

#### **Parent Involvement Policy**

##### **Objective:**

To increase the amount of parental involvement within the school, to encourage parents to volunteer, and to commit themselves to various school committees, the PTA, and participate in workshops and gatherings which are held at the school.

##### **Summary of Needs and Assessment Findings:**

In the 2010-2011 school year, the levels of parent involvement will increase within the school. There will be more parents coming into the building to volunteer their time.

- Parent Volunteers in the Hallways
- Parent Volunteers in Cafeteria
- Learning Leaders assigned to classrooms
- Educational (test-prep) and Entertaining Workshops for Parents
- Parents on more trips with classes
- Health and Nutrition workshops
- Book club for parents under construction
- ARIS parent workshops and assistance in getting the parents online for observing the children's records.

#### **Action Plan**

We will accommodate parents by having morning and evening workshops. In order to increase parent involvement, we would like to have PTA meetings accompanied by Student of the Month Award Ceremonies and performances by the children. We will also use of the School Messenger, flyers, letters home to parents and the school website to increase communication and

participation. The workshops will be promoted to the fullest. Flyers and written materials will be sent home in the family's native language.

The Parent Involvement Policy will be reviewed and updated annually on the second Wednesday of the month in February. There will be meetings held in the morning and evening to allow all parents an opportunity to attend. Translations will be provided in Spanish and Bengali.

**Parent Gatherings Hosted by Ms. D. Simms, Parent Coordinator in collaboration with school personnel and Community Based Organizations.**

<b><u>Date</u></b>	<b><u>Workshop</u></b>
9/21/10	Parent Orientation
9/27/10	Parent Orientation
9/28/10 – 9/30/10	Learning Leaders Training
10/1/10	Teacher's College Workshop for Parents
10/13/10 – 12/8/10	Health and Nutrition Parent Workshop Cornell University
10/15/10	Barnes and Nobel Parent Workshop
10/19/10	Circus of the Kids
10/21/10	Commission on Human Rights
10/28/10	High School Night
11/3/10	Cornell University Health and Nutrition
11/16/10	Barnes and Nobel Parent Workshop
11/19/10	Koffee Klatch – A.R.I.S. & Music
11/23/10	Healthy Homes/Bed Bugs
12/10	Parents Party
12/10	Koffee Klatch – Progress Reports
1/11	Adolescent Workshop
	Technology Workshop
3/11	Women's Health Workshop
3/11	ELA and Math Test-Prep
4/11	Learning Gardens (Liberty Park)
4/11	Mother's Day Workshop (Art)
5/11	Graduation Workshop
6/11	Summer Information Pack for Parents
6/11	Prepare for September Package

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

**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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

### **PS/IS 268 SCHOOL PARENT COMPACT**

#### School Responsibilities

PS/IS 268 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

The mission of P.S. / I.S. 268 Queens is to provide a child centered environment committed to the academic and social development of all children. Together with the collaborative efforts of parents and teachers, our children will be provided with a rigorous academic program and an extensive introduction to the creative arts as we quest to foster successful future leaders.

- Parent-Teacher Association meetings will be held on the second Wednesday of each month at 6pm. during which this compact will be discussed as it relates to the individual child's achievement.
- Parents will be provided with Progress Reports, Quarterly Report Cards, and Individual Goals to help their child make adequate progress.
- PS/IS 268 has an open door policy. Parents are provided with reasonable access to staff. Staff will be available for consultation with parents during their prep period by appointment.
- Parents are welcome to volunteer and participate in their child's class. Ms. Simms, the Parent Coordinator will facilitate and coordinate the volunteer program.
- Parents are encouraged to attend meetings and get involved in the joint development of any School-wide Program plan. Initiatives will be discussed at PTA meetings, SLT Meetings and Coffee Klatches.
- The annual meeting informs parents of the school's participation in Title I, Part A programs, and explains the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. It will take place at the December PTA meeting. Language translation will be available in Spanish and Bengali.

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.

- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory

**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 <b>CFN 2.5</b>	District <b>29</b>	School Number <b>268</b>	School Name <b>PS/IS 268Q</b>
Principal <b>Lissa Grant Stewart</b>		Assistant Principal <b>Mia Peebles Willburn Smith</b>	
Coach <b>Ayanna Brutus</b>		Coach <b>Kelli Caldwell Gloria Nelson</b>	
Teacher/Subject Area <b>type here</b>		Guidance Counselor <b>Catherine Russi</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Debra Simms</b>	
Related Service Provider <b>Fe Moste</b>		Other <b>type here</b>	
Network Leader <b>Joanne Joyner-Wells</b>		Other <b>type here</b>	

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

### C. School Demographics

Total Number of Students in School	<b>574</b>	Total Number of ELLs	<b>37</b>	ELLs as Share of Total Student Population (%)	<b>6.45%</b>
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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.
- 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].)
  - 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.
  - After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The initial identification of possible ELL students is conducted by the Pupil Personnel secretary through an informal interview during the registration process. During that time the parent completes the HLIS and participates in an informal interview in English. The parents are also informed of the three program choices and the program available at our school. Student eligibility is determined by reviewing the answers on the HLIS form regarding the language(s) the student is able to understand, read, write and speak with caregivers and family members. The LAB-R is administered for Spanish speaking students to determine the dominant language. Students who score 26 or below are eligible for services. The steps taken to annually evaluate ELL students using the NYSESLAT is the RLAT. It is generated to determine student eligibility for the current school year. The amount of ELL service is determined by the NYSESLAT score/level. Beginners & Intermediate students receive 8 periods of instruction a week and the Advanced students receive 4 periods a week. Parents of eligible students receive an ESL entitlement letter which invites them to attend a parent orientation meeting during a 4 week window starting the first day of school. The parent orientation session includes a viewing of an informational video, the completion of the program selection form and a question and answer segment. Entitlement letters are distributed to the students with a follow-up call by the ESL teacher to ensure receipt. Parent surveys & Program Selection forms are distributed during the parent orientation session. Completed forms are kept on file with the ESL teacher. According to the preference indicated on the Program Selection form students are placed in our Freestanding ESL program. The ESL teacher also communicates with the parent to discuss their child's initial experiences with the program within the first week of service. Since the building opened 7 years ago our parents have opted for the program offered at our school, therefore the Freestanding program is aligned with our parent requests.

## 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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0

<b>Freestanding ESL</b>														
<b>Self-Contained</b>														<b>0</b>
<b>Push-In</b>	<b>11</b>	<b>7</b>	<b>6</b>	<b>5</b>										<b>29</b>
<b>Total</b>	<b>11</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>29</b>								

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	1
SIFE		ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL	<input type="checkbox"/> 29	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 37
<b>Total</b>	<input type="checkbox"/> 29	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 8	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 37

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

**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														<b>0</b>
Chinese														<b>0</b>
Russian														<b>0</b>
Bengali														<b>0</b>
Urdu														<b>0</b>
Arabic														<b>0</b>
Haitian														<b>0</b>
French														<b>0</b>
Korean														<b>0</b>
Punjabi														<b>0</b>
Polish														<b>0</b>
Albanian														<b>0</b>
Yiddish														<b>0</b>
Other														<b>0</b>
<b>TOTAL</b>	<b>0</b>													

**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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	<b>0</b>										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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	7	4	4	2	1	2		1						21
Chinese														0
Russian														0
Bengali	3	3	1	3	1	1	1	1						14
Urdu														0
Arabic														0
Haitian	1		1											2
French														0
Korean														0
Punjabi														0

## 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
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>11</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>37</b>

## 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.

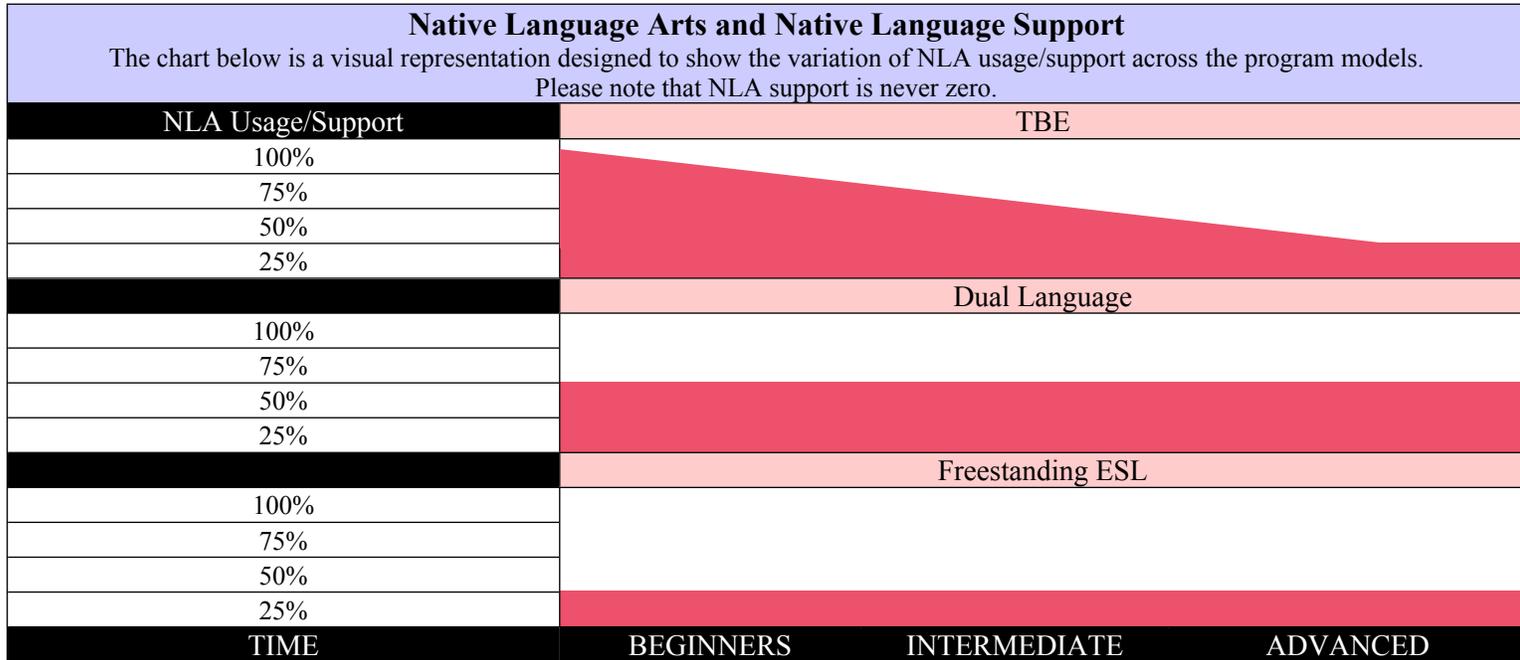
PS/IS 268's students are heterogeneously grouped by grades. The ELL instructional model for grades K to 3 is a push in program with a focus on the classroom and ESL teachers providing collaborative teaching in all subject areas. Students in grades 4-7 are also provided with small group instruction through the "pull out" method. The students receive 45-50 minutes of instructional time according to their proficiency levels. Content Area instruction is delivered in the English language using the Balanced Literacy approach. The students are engaged in ability level reading material and are provided with one on one explicit instruction to target areas in need of improvement. Students enrolled in the ELL program receive visual supports and or Listening Center activities. The visual support (pictures) or Listening Center activities include building academic vocabulary, strengthening comprehension skill and improving writing techniques. Students who have been receiving ELL services for 4 to 6 years, are provided with multi-layer lessons that build upon identified strengths. Students who have been identified as having Special Education needs receive individualized assignments with concrete manipulatives to support the understanding of the skill.

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

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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**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?

Our targeted intervention program for ELL's in ELA, Math, Social Studies and Science are delivered via an afterschool program taught by English speaking elementary teachers. Our transitional support for ELL's reaching proficiency on the NYSESLAT is to gradually release the students dependence from the ESL teacher to the classroom teacher and the classroom routines they may have missed during the pull out sessions. The teachers will "tuck" supportive techniques & strategies into the ELL's student conferences. We would like to focus on improving the transitional support based on the teacher's and students' feedback. The pull out model for grades K-3 has been discontinued based on research and in-house observations that the push in model would provide stronger language acquisition. ELL students are afforded equal access to all school programs. ELL students are offered an afterschool program that incorporates ELA, Math, Technology, Science and Social Studies. Each classroom contains interactive learning centers all subject areas and Listening Centers in grades K-1. Classroom In grades K-3 have desktop computers and in grades 4-8 each have individual laptops. Lower elementary school teachers incorporate ELL student's native languages in Shared Reading and Circle Time activities. All required service support and resources correspond to ELL's ages and grade levels. Early enrollment students receive a welcome packet which describes our instructional approaches, extracurricular activities. Spanish is offered as an elective language for students in grades 5-8. Last year, it was offered schoolwide.

### 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)?

N/A

### 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.

The ESL teacher attends in school TCRWP professional development sessions and lab-sites. Students transitioning from the elementary grades to our middle school grade participate in orientation assemblies held by the administrative team and or guidance counselors. Staff members will receive several 50 minute ESL professional development sessions over the school year which will focus on providing strategies and techniques to support ESL instruction.

### 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?

We have several active parents, including our ELL parents, involved in many of the community building functions at our school. Translators are hired for Parent Teacher Conferences, Parent Association meetings and school-wide parents events. Surveys are sent home to gather parental feedback regarding our communication systems and improvement suggestions. The suggestions are discussed during administrative meetings and when applicable implemented.

## 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)	3	1		2										6
Intermediate(I)		5	1					1						7
Advanced (A)	8	1	5	3	2	3	1	1						24
Total	11	7	6	5	2	3	1	2	0	0	0	0	0	37

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
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									0
5									0
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									0
8									0
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									0
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

level. The other four who are supposed to be in the advanced level are not performing as expected at the start of the school year. However, after two months, progress is observed. As far as the NYSESLAT results are concerned, the proficiency levels of the test takers mostly correlates with their actual performance as ELL's. Sixteen of the twenty-six students maintained their last year's level while eight students have moved up to the higher level. The NYSESLAT modalities reveal that 50% of the test takers are in the proficient level in Listening and Speaking but only about 12% are proficient in Reading and Writing. Teachers of ELL's will adjust their instructional delivery to reflect the data results. The Periodic Assessment helps to identify the areas in need of instructional support for the ELL test takers. Analyzing the NYSESLAT results for the last five years from 2005 to 2010 shows an increase of test takers from 25 to 32 and the number of student's passing from 2 to 7. This year the program's model changed from pull out to push in to increase the number of students testing out of the NYSESLAT.

### Additional Information

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

Paste 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		