



P.S. 068 BRONX

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 068 BRONX
ADDRESS: 4011 MONTICELLO AVENUE
TELEPHONE: 718-324-2854
FAX: 718-324-3852

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321100010068 **SCHOOL NAME:** P.S. 068 Bronx

SCHOOL ADDRESS: 4011 MONTICELLO AVENUE, BRONX, NY, 10466

SCHOOL TELEPHONE: 718-324-2854 **FAX:** 718-324-3852

SCHOOL CONTACT PERSON: Catherine Helfrich **EMAIL ADDRESS:** chelfri@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Barbara Tully

PRINCIPAL: Catherine Helfrich*

UFT CHAPTER LEADER: Richard Geldmacher*

PARENTS' ASSOCIATION PRESIDENT: Stacy Cooper*

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** Leadership Learning Support Organization

NETWORK LEADER: IRENE ROGAN/Brenda Garcia

SUPERINTENDENT: ELIZABETH WHITE

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/ronlyres/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 |
|--------------------|---|--|
| Catherine Helfrich | Principal | |
| Barbara Tully | UFT Member/Chairperson | |
| Richard Geldmacher | UFT Chapter Leader | |
| Maxine Palmer | Parent | Comments: Yes, CEP Approved. Password forgotten and error msg when trying to change. |
| Ndidi Aguoji | UFT Member/Secretary | |
| Stacy Cooper | PA/PTA President or Designated Co-President | |
| Christine Brown | Title I Parent Representative | |
| Cosimina Pozzuto | DC 37 Representative | |
| Tricia Clarke | Title I Parent Representative | |
| Collette Wilson | PA/PTA President or Designated Co-President | |

* 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.

□

Public School 68, The Edward A. Fogel School for Critical Thinking and the Arts, is located in the Wakefield section of the Bronx, New York. This pre-kindergarten to fifth grade school serves a population of approximately 775 students from culturally diverse backgrounds. Our school is home to many new immigrants from Jamaica, Puerto Rico, Dominican Republic, Nigeria and Ghana.

Pride in students' accomplishments is evident in the prominently displayed student work in both the main and mini buildings. Visitors to our school comment on its warm and friendly environment which immediately embraces you into the "P.S. 68 Family".

P.S. 68 places great importance on reading. Classrooms are supplied with an abundance of books in different genres to support independent reading. The 100 Book Challenge is a school-wide independent reading initiative which rewards children three times during the school year for the amount of time engaged in independent reading. RIF (Reading is Fundamental) has been a collaborative partner in the education of our first graders for the past 15 years. RIF supports a very exciting and rigorous reading challenge to get students hooked on books at a very early age. Mondo Bookshop provides Professional Development in literacy to teachers of Grades K - 2.

P.S. 68 has a very structured rigorous mathematics program in grades K - 5. Everyday Mathematics is a "hands on" program which emphasizes critical thinking and problem solving. The program has built in activities to support the struggling learners and challenge the higher performing student.

P.S. 68 is committed to the belief that the arts enhance learning and student lives. We have been a partner with Education Through Music, Inc. for the past 15 years and are very proud of our comprehensive sequential music program whereby every student is immersed in general music. In addition, students in grades 4 and 5 have the option of learning a string instrument and participating in the P.S. 68 String Orchestra and/or afterschool chorus .

The P.S. 68 staff works diligently throughout the school year to plan Parent Involvement Workshops and other activities to engage parents on a regular basis. Meet and Greet Evening in September introduces parents to the entire staff and provides information to parents about school and grade expectations for the school year. Daytime workshops are planned to inform parents of the format and expectations of New York State Tests. Additionally, parents are surveyed by the Parent Coordinator and a series of three Title I workshops are planned to meet the expressed parental needs. Parents are invited to school on a regular basis for assembly programs, musical performances and student writing celebrations.

For the 2010 - 2011 school year, parents will be invited to attend a series of workshops to learn about the implementation of two school-wide initiatives, SW-PBIS, a school-wide positive behavior intervention and support system.

P.S. 68 places great importance on integrating technology into daily instruction. Every classroom is equipped with a Smart Board, computers and Senteos. Our computer lab is fully equipped with flat panel computer screen monitors and an Interactive White Board and can accommodate as many as 32 students. Our Library Research Center has 9 computer station is utilized for research projects with the support of our school librarian.

As part of Mayor Bloomberg's plan to create a Greener, Greater New York, P.S. 68's school yard was selected for a complete renovation. In June, our new and vibrant playground opened its doors to the students of P.S. 68 and the surrounding community. A dedication ceremony will take place during the 2010 - 2011 school year.

P.S. 68 is especially excited about the initiation of the Phipps Afterschool Program. Currently, the program can accomodate a total of one hundred fifty students from grades K - 5. The program operates from three o'clock to six o'clock Monday through Friday and on designated holidays when school is not in session. Phipps is a structured team building program. It provides homework assistance, activities in health and nutrition, arts and crafts, science and games to support learning. In the Spring, the program will add Sports, Hip-Hop, a Drum Circle and Martial Arts.

SECTION III - Cont'd

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | | |
|---|---|---------------------------------------|---------------------------------------|--|---------------------------------------|--|---------------------------------------|----------------------------|----------------------------|
| School Name: | P.S. 068 Bronx | | | | | | | | |
| District: | 11 | DBN #: | 11X068 | School BEDS Code: | | | | | |
| DEMOGRAPHICS | | | | | | | | | |
| Grades Served: | <input checked="" type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input checked="" type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: - % of days students attended*: | | | | | |
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | 18 | 18 | 18 | | 93.6 | 94.2 | TBD | | |
| Kindergarten | 105 | 101 | 102 | | | | | | |
| Grade 1 | 120 | 124 | 125 | Student Stability - % of Enrollment: | | | | | |
| Grade 2 | 104 | 121 | 129 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 137 | 115 | 124 | | 91.1 | 91.80 | TBD | | |
| Grade 4 | 147 | 139 | 122 | | | | | | |
| Grade 5 | 167 | 150 | 143 | Poverty Rate - % of Enrollment: | | | | | |
| Grade 6 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | 0 | 0 | 0 | | 87.2 | 94 | 95.7 | | |
| Grade 8 | 0 | 0 | 0 | | | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | | | |
| Grade 10 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | 0 | 0 | 0 | | 7 | 19 | TBD | | |
| Grade 12 | 0 | 0 | 0 | | | | | | |
| Ungraded | 5 | 2 | 9 | Recent Immigrants - Total Number: | | | | | |
| Total | 803 | 770 | 772 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| | | | | | 3 | 4 | 1 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) - Total Number: | | | | | |
| <i>(As October 31)</i> | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| # in Self-Contained Classes | 64 | 38 | 40 | Principal Suspensions | 21 | 17 | TBD | | |
| # in Collaborative Team Teaching (CTT) Classes | 18 | 24 | 25 | Superintendent Suspensions | 21 | 7 | TBD | | |
| Number all others | 22 | 31 | 25 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | Special High School Programs - Total Number: | | | | | |
| | | | | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | CTE Program Participants | | | | | |
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | Early College HS Participants | 0 | 0 | 0 | | |
| | | | | | 0 | 0 | 0 | | |

| | | | | | | | |
|---|---------|--|---|--|---|---------|---------|
| # in Transitional Bilingual Classes | 0 | 0 | 0 | | | | |
| # in Dual Lang. Programs | 0 | 0 | 0 | Number of Staff - Includes all full-time staff. | | | |
| # receiving ESL services only | 12 | 27 | 19 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # ELLs with IEPs | 2 | 1 | 4 | Number of Teachers | 67 | 72 | TBD |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Administrators and Other Professionals | 20 | 15 | TBD |
| | | | | Number of Educational Paraprofessionals | 3 | 3 | TBD |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | TBD | % fully licensed & permanently assigned to this school | 100 | 100 | TBD |
| | | | | % more than 2 years teaching in this school | 67.2 | 72.2 | TBD |
| Ethnicity and Gender - % of Enrollment: | | | | % more than 5 years teaching anywhere | 71.6 | 66.7 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % Masters Degree or higher | 90 | 89 | TBD |
| American Indian or Alaska Native | 0.9 | 0.3 | 0.3 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 100 | 99.3 | TBD |
| Black or African American | 83.4 | 83 | 83.2 | | | | |
| Hispanic or Latino | 13 | 13.6 | 13.3 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 1.4 | 1.4 | 1 | | | | |
| White | 1.4 | 0.8 | 1 | | | | |
| Multi-racial | | | | | | | |
| Male | 51.3 | 51.6 | 53.9 | | | | |
| Female | 48.7 | 48.4 | 46.1 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | | <input type="checkbox"/> Title I Targeted Assistance | | <input type="checkbox"/> Non-Title I | | | |
| Years the School Received Title I Part A Funding: | | <input checked="" type="checkbox"/> 2006-07 | <input checked="" type="checkbox"/> 2007-08 | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 | | |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School: | | If yes, area(s) of SURR identification: | | | | | |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | | | | | | | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | | | | | | |
| In Good Standing (IGS) | | <input checked="" type="checkbox"/> | | | | | |
| Improvement Year 1 | | <input type="checkbox"/> | | | | | |
| Improvement Year 2 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 1 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 1 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Advanced | | <input type="checkbox"/> | | | | | |
| Individual Subject/Area AYP Outcomes: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | Y | | | ELA: | | | |
| Math: | Y | | | Math: | | | |
| Science: | Y | | | Graduation Rate: | | | |

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

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | |
|--|-------------------------|------|---------|-----------------|------|------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate | Progress Target |
| All Students | √ | √ | √ | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | - | - | | | | | |
| Black or African American | √ | √ | | | | | |
| Hispanic or Latino | √ | √ | - | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | | | | | |
| White | - | - | | | | | |
| Multiracial | - | - | - | | | | |
| Students with Disabilities | Ysh | √ | - | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | √ | √ | | | | | |
| Student groups making AYP in each subject | 5 | 5 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results - 2008-09 | | Quality Review Results - 2008-09 | |
|--|------|--|--|
| Overall Letter Grade | A | Overall Evaluation: | |
| Overall Score | 81.6 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment (Comprises 15% of the Overall Score) | 12 | Quality Statement 2: Plan and Set Goals | |
| School Performance (Comprises 25% of the Overall Score) | 21.5 | Quality Statement 3: Align Instructional Strategy to Goals | |
| Student Progress (Comprises 60% of the Overall Score) | 44.3 | Quality Statement 4: Align Capacity Building to Goals | |
| Additional Credit | 3.8 | Quality Statement 5: Monitor and Revise | |

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

□

ELA Trends:

Prior to the Spring 2010 ELA test, the trend in ELA was a steady increase in the number of students at performance levels 3 and 4 and a steady decline in the number of students at performance level 1. The establishment of new cut-offs for performance levels has dramatically affected ELA data negatively.

- 2007 - 56.7% of tested students at performance levels 3 and 4
- 2008 - 56.8% of tested students at performance levels 3 and 4
- 2009 - 69.1% of tested students at performance levels 3 and 4
- 2010 - 37.5% of tested students at performance levels 3 and 4
- 2007 - 9% of tested students at performance level 1
- 2008 - 6.9% of tested students at performance level 1
- 2009 - 2% of tested students at performance level 1
- 2010 - 13.3% of tested students at performance level 1

ELA Accomplishments:

- Mondo Bookshop was extended to include Grade 2 for the 2009 - 2010 school year and will continue in the new school year. Mondo weekly Professional Development has supported and trained teachers in the development of best teaching strategies to provide differentiation of reading instruction in Grades K - 2. In the 2010 - 2011 school year the Mondo Professional Development focus will be the improvement of writing instruction and student performance in grades K - 2 through the development of differentiated writing strategies.
- For the first time, the majority of our staff was involved in Data Inquiry on grade level teams. Several teachers in Grades 1 - 5 have explored the effectiveness of new Mondo ELA materials to determine if we would like to include them as part of classroom instruction in 2010 - 2011. The results have been positive.

Aids:

School Wide Challenge:

- Scheduling time during the regular school day for professional development.
- Budgeting funds to provide AIS and enrichment activities.
- Improvement in using data as an effective tool to ensure that instruction is meaningful, productive and rigorous.
- The increase in ELA cut scores to determine level 3 proficiency are a challenge for our students.

Mathematic Trends:

Prior to the Spring 2010 Math test, the trend in Math was a steady increase in the number of students at performance levels 3 and 4 and a steady increase in the number of students at performance level 1. The establishment of new cut-offs for performance levels has dramatically affected Math data negatively.

- 2007 - 75.6% of tested students at performance levels 3 and 4
- 2008 - 79.0% of tested students at performance levels 3 and 4
- 2009 - 87% of tested students at performance levels 3 and 4
- 2010 - 45% of tested students at performance levels 3 and 4
- 2009 - 1.7% of tested students at performance level 1
- 2010 - 8.7% of tested students at performance level 1

Math Accomplishments:

- For the first time this year, we have created a Math team with representation from each grade. The creation of this math team was an attempt to collaborate and support the entire school community in implementing standard setting work in the math curriculum.
- Each year an increased number of teachers are becoming proficient in assigning differentiated math tasks.
- Prior to latest reported data, we had decreased the percentage of students at level 1 to less than 1%.

Aids:

School Wide Challenge:

- Scheduling time during the regular school day for Professional Development.
- Instructional time is reduced due to the overwhelming amount of time needed for pre-testing, post-testing and grading tests in various disciplines.
- Budgeting funds to provide AIS services for struggling learners.
- Improvement in the structure and engagement of Collaborative Learning Teams resulting in work which is more rigorous, meaningful and productive.
- Historically many of our students received scale scores ranging between 650 and 660 (Level 3); with the higher "cut scores" these students are now Level 1.

SECTION V: ANNUAL SCHOOL GOALS

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

| Annual Goal | Short Description |
|---|---|
| <input type="checkbox"/> By June 2011 there will be an increase of 5% in the number of students who are performing at proficiency levels 3 and 4 on the Spring 2011 New York State ELA test. | <input type="checkbox"/> <ul style="list-style-type: none"> • As a result of the changes made in ELA cut-off scores for each performance level, there has been a decrease of 31.6% in the number of students at performance levels 3 and 4 and an increase in the performance levels of students at level 1. These test results strongly indicate the need to increase academic rigor and student accountability to improve our ELA performance in the 2011 NYSELA test. |
| <input type="checkbox"/> By June 2011, there will be an increase of 5% in the number of students who are performing at proficiency levels 3 and 4 on the Spring 2011 New York State Mathematics test. | <input type="checkbox"/> <ul style="list-style-type: none"> • As a result of the changes made in Math cut-off scores for each performance level, there has been a decrease in the number of students at performance levels 3 and 4 and an increase of 11% in the number of students at performance level 1. These test results strongly indicate the need to increase academic rigor and student accountability to improve our Math performance on the 2011 NYS Math test. |
| <input type="checkbox"/> By June 2011 there will be a decrease of 5% in the number of teacher removals, principal suspensions and superintendent suspensions. | <input type="checkbox"/> <ul style="list-style-type: none"> • The number of incidents of student removals and suspensions remains high and impacts on student performance. |
| <input type="checkbox"/> By June 2011, 90% of the teachers will revisit and revise grade level curriculum maps to align with the new Common Core State Standards. | <input type="checkbox"/> <ul style="list-style-type: none"> • The Common Core State Standards provide a vision of what it means to be a literate person in the 21st century and to prepare children to compete in a global economy. |
| <input type="checkbox"/> 90% of our teachers will be members of grade level and mixed grade level teams to utilize strategies, methods and materials to improve student outcomes in ELA/Math. | <input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/> Provide opportunity for teachers to collaborate and support one another in developing best teaching practice resulting in increased student performance. |

SECTION VI: ACTION PLAN

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

Subject Area

English Language Arts

(where relevant) :

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p><input type="checkbox"/> By June 2011 there will be an increase of 5% in the number of students who are performing at proficiency levels 3 and 4 on the Spring 2011 New York State ELA test.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Increase in depth classroom discussion of fiction and non-fiction texts to construct meaning. • Increase opportunity for "turn and talk" in all classrooms. • Provide professional development on effective questioning strategies and higher order thinking skills. • Instruct students in "accountable talk" to defend a position of agreement or disagreement. • Increase the amount and rigor of research based projects. • Deconstruct and analyze interim ELA assessments to drive instruction. • Regularly analyze student work to determine next steps. • Conference with students to develop steps to achievement. • Focus on reading and writing cycles in genres of Narrative, Informative and Persuasive texts. • Modify literacy curriculum maps to ensure alignment with common core state standards. • Provide targeted data driven AIS instruction. • Provide on-going professional development in collaboration with Mondo Consultant. • Increase the amount of collaborative analysis of student work and planning next steps on each grade. • Create an afterschool program to challenge higher performing students through |

| | |
|---|---|
| | <p>activities including but not limited to Reader's Theater, Debate Team and Newspaper.</p> <ul style="list-style-type: none"> • Hire an additional SETTS teacher to provide services to mandated "at risk" students. • Schedule Child Study Team meetings regularly to provide strategies for teacher to meet the needs of struggling students. • Regularly scheduled cabinet meetings to monitor student progress, assess needs and plan next steps. • Administrative review of plan books and interim assessments for alignment of test results and instruction. • Parent Coordinator will survey parents for areas of interest to plan for Parent Involvement Workshops throughout the school year. • Parent Coordinator will work with Literacy Coach on planning a series of Parent Involvement Workshops.□ |
| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p>□ <u>Aligning Resources</u></p> <ul style="list-style-type: none"> • Title I funds support hiring of a literacy coach. • Tax Levy funds support weekly data inquiry team meetings and the school wide data specialist. • Tax Levy Fair Student funding supports part time AIS providers and school wide supplement educational materials. • Tax Levy funds will provide funding for materials to support interdisciplinary curriculum during the regular school day. • Tax Levy and ASD NEST monies will provide funding for materials and supplies for professional development sessions. • Title II A funds support hiring AIS staff to support AIS services to lower grade general and special education students. • Title I ARRA funds are combined with Title I SWP funds to hire an ELA AIS provider for students in both general and special education classes who are "at risk". • Title I SWP is used to support early grade reduced class size. • ASD NEST money supports school wide literacy professional development. • ASD NEST money allows for hiring of "F-Status" personnel to support "at-risk" special education students, ELL and general education students. • ASD NEST money provides "F-Status" support in school wide professional development as well as 1:1 student support with academics and behavior. • ASD NEST money supports educational books across all grades. |

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| | <ul style="list-style-type: none"> • Title II A funds support cluster position to serve all students in literacy and research. • IDEa funds support hiring of a cluster teacher to enhance research and literacy programs. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> ☐ <ul style="list-style-type: none"> • ☐ Monthly review of ELA data at Grade Conferences and other times as needed. • Analyze writing data before and after each writing genre. • <u>September 2010</u>: Analyze Spring 2010 New York State ELA scores and 2010 Spring Predictive scores to identify students in need of targeted support in specific areas. • <u>Midyear 2011</u>: Review Acuity, ITA, Predictives and ELA simulations, ie. Rally with upper grades • <u>June 2011</u>: Analyze ELA data from various sources (Acuity, NYS ELA, Writing samples, etc,) to assess student progress. • Our DYO for K - 2 describes procedures for Mondo data collection and analysis of student progress. |

Subject Area
(where relevant) :

Mathematics

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>☐ By June 2011, there will be an increase of 5% in the number of students who are performing at proficiency levels 3 and 4 on the Spring 2011 New York State Mathematics test.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>☐</p> <ul style="list-style-type: none"> • ☐ Examine results of Everyday Math assessments, simulations and Acuity data to identify areas of strength and weakness. • Administrative review of Math assessments binders on all grades to track student progress. • Professional development for all teachers on the use of student data to set goals and differentiate instruction. • Support teachers in deepening their mathematical knowledge to ensure rigorous |

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| | <p>instruction.</p> <ul style="list-style-type: none"> • Professional development on developing effective questioning and higher order thinking skills. • Hire an additional SETTS teacher to support mandated and "at risk" students. • Schedule Child Study Team meetings regularly to examine data and provide teacher with strategies to address needs of struggling learners. • Math Staff Developer is available for consultation, planning and providing demonstraton lessons as needed. • Parent Coordinator will survey parents to identify areas of interest for parent workshops in mathematics. • Parent Coordinator and Math Staff Developer will plan several parent workshops throughout the school year to meet the expressed needs of parents. • Provide one-to-one teacher math buddies for students with disabilities in lowest 10%. • Provide targeted data driven instruction. • Schedule cabinet meetings regularly to monitor progress, assess needs and plan next steps. • Create an Afterschool Math Enrichment Series to challenge higher performing student through math projects. |
| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/> <u>Funding Sources:</u></p> <ul style="list-style-type: none"> • Title I funds support hiring of a Math Staff Developer. • Tax Levy Fair Student funding supports part time AIS provider. • Title I SWP funds supports school wide math AIS provider. • Tax Levy money will provide funding for materials to support the curriculum. • Tax Levy money will provide funding for materials and supplies for Professional Development sessions. • Tax Levy funds support weekly data inquiry team meetings and the school wide data specialist. • Title II A funds support hiring AIS staff to provide AIS serives to lower grade general and special education students. • Title I ARRA funds are combined with Title I SWP funds to hire a Math AIS provider for both general and special education students "at risk". • ASD NEST money allows for hiring of "F-Status" personnel to support "at risk" special education, ELL and general education students. |

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| | <ul style="list-style-type: none"> • ASD NEST money provides for "F-Status" support in school wide professional development • ASD NEST money supports educational books across all grades. • IDEA funds support hiring of a cluster teacher to enhance research. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <input type="checkbox"/> <ul style="list-style-type: none"> • Math data will be analyzed monthly through dialogue at Grade Conferences. • September 2010: Analysis of most recent state data (NYS 2010 scores and Spring 2010 Predictive scores to determine which students need extra support and which skills are a focus for all students. • Mid year: Staff Developer will review data with classroom teachers and support staff in targeting students with specific needs. • June 2010: Analyze data from various sources (Acuity, NYS Scores, Unit Tests, etc.) to assess student progress. |

Subject Area
(where relevant) :

School-Wide Positive Behavior Interventions and Support

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <input type="checkbox"/> By June 2011 there will be a decrease of 5% in the number of teacher removals, principal suspensions and superintendent suspensions. |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/> Establish a PBIS committee to oversee the design and implementation of PBIS. • Introduce School-Wide Positive Behavior Intervention and Support (PBIS) to teachers, students, parents and all other staff at January "Kick-Off" Rally. • Provide on-going professional development throughout the school year to deepen understanding of philosophy, goals and implementation of PBIS. • Develop Behavior Management Plan for each classroom. • Develop and implement Behavior Intervention plans for identified students. • Provide differentiated instruction to support struggling learners and challenge the |

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| | <p>higher performing student.</p> <ul style="list-style-type: none"> • Functional Behavioral Assessments will be completed for behavior concerns and "at risk" students. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <ul style="list-style-type: none"> □ • Title I ARRA SWA allows for per session for development of PBIS matrix. • Title I SWP allows for hiring of additional counselor. • □ TL Fair Student Funding supports hiring of a guidance counselor who provides service to mandated and "at risk" students. • IDEA supports partial funding for counselor and psychologist. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> □ • Mid-Year: Compare January 2011 Online Reporting System data to data from 2010 • End-of-Year: Compare June 2011 Online Reporting System data to data from 2010 |

Subject Area
(where relevant) :

ELA-Common Core State Standards

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <ul style="list-style-type: none"> □ By June 2011, 90% of the teachers will revisit and revise grade level curriculum maps to align with the new Common Core State Standards. |
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| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>☐</p> <ul style="list-style-type: none"> • Introduce Common Core State ELA standards to parents during PTA meeting. • Introduce Common Core State Standards to the entire staff at September Faculty Conference. • Conduct bi-monthly Grade Leader meetings to examine Common Core State Standards in regards to the reading and writing standards. • Grade leaders turnkey Common Core State Standards information to teachers on a regular basis. • Utilize the November professional development day to plan grade specific writing tasks to align with Common Core State Standards. • Ongoing after school professional development. • Utilize June professional development to continue our work on writing tasks and units of study. |
| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p>☐</p> <ul style="list-style-type: none"> • Title I Basic and Tax Levy Fair Student Funding monies are used to support cluster positions thus allowing for grade leaders to meet on a regular basis. • Title I ARRA funds support before/after school per session activities. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>☐</p> <ul style="list-style-type: none"> • ☐September 2010: Faculty Agenda and sign in sheets • Bi-monthly agendas and sign in sheets from Grade Leader meetings. • Bi-monthly PAO agendas and sign in sheets • November Professional Development Day agenda and sign in sheets. • Midyear: Update on revised Curriculum Maps • <u>June 2010</u>: Professional Development Day agenda and sign in sheet. |

Subject Area
(where relevant) :

Data Inquiry

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p><input type="checkbox"/> 90% of our teachers will be members of grade level and mixed grade level teams to utilize strategies, methods and materials to improve student outcomes in ELA/Math.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • School leaders and staff collaborate at Grade Meetings throughout the school year to develop, evaluate and modify strategies to increase student responsibility for learning. • Classroom environment is structured to support student responsibility for learning. • Standards and Rubrics are posted in every classroom and discussed with students. • Students are taught to use rubrics to judge their work products. • Teachers conference with students periodically so students will know more precisely what they do well and what they need to do to improve their work to meet the standards. • Students with teacher support, create personal learning goals and steps needed to reach goal. • Students select work for portfolio submission based on explicit criteria. • Students adhere to specific timelines to monitor progress in project based learning. • Parents receive interim reports on student progress in meeting established goals. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Title I Basic and Tax Levy Fair Student Funding monies are used to support cluster positions thus allowing for grade leaders to meet on a regular basis. • Tax Levy funds support after school student activities. |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Review monthly student goals, next steps and learning outcomes. • Monthly review of student portfolios. • Fall, Winter and Spring project assessment. • Monthly Teacher conference notes. • Mondo Assessments - Three times a year. • Simulations - Fall and Spring. • Predictives. • WRAP assessments - Fall, Midyear, Spring. • Ongoing Running Records. |

- NYS ELA, Math and Science assessment data.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 32 | 32 | N/A | N/A | 97 | 20 | 15 | 6 |
| 1 | 56 | 45 | N/A | N/A | 129 | 10 | 10 | 11 |
| 2 | 50 | 40 | N/A | N/A | 131 | 20 | 4 | 3 |
| 3 | 70 | 78 | N/A | N/A | 130 | 20 | 2 | 7 |
| 4 | 65 | 74 | 20 | 10 | 120 | 25 | 2 | 7 |
| 5 | 70 | 74 | 15 | 10 | 145 | 30 | 2 | 8 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

Part B. Part B - Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|---|---|
| ELA: | <input type="checkbox"/> Soar to Success - Small Group - 45 minutes, 2 times weekly during the school day. Accelerated Literacy Learning - 35 minutes daily - 1:1 instruction Mondo - Phonics Intervention - small group, 3 times weekly during the school day. Foundations Phonics Program Small Group Instruction - 3 times weekly. Making Meaning - Develop reading comprehension strategies - small group, during the school day, 45 minutes, 2 times weekly and Saturday Academy 45 minutes. |
| Mathematics: | <input type="checkbox"/> <input type="checkbox"/> EveryDay Mathematics - AIS/SETS providers push in to support differentiated instruction in the classroom. Game of 24 - Stock Market game and Baseball Tivvy provide enrichment. Center Stage - Provides small group instruction in identified strand of weakness - 30 minutes once a week. EveryDay Mathematics games are used to support and reinforce instruction. |
| Science: | <input type="checkbox"/> Small group support during PAO and 37.5 minutes on vocabulary development, practice in following directions, comprehension skills for reading non-fiction and developing science projects. |
| Social Studies: | <input type="checkbox"/> Small group support during PAO and 37.5 minutes on developing map skills, comprehension skills for reading non-fiction, understanding primary sources and document questions and developing social studies projects. |
| At-risk Services Provided by the Guidance Counselor: | <input type="checkbox"/> Classroom presentations, individual and small group sessions, peer mediation, conflict resolution, social skills building sessions. Conducting workshops on academic and social issues. Liaisons between family, school and outside agency. Responsible for online |

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| | occurrences, reporting child abuse and attending suspension hearings. Assist in all school activities (ex. graduation, senior dance, testing, Parent Teacher Conferences and middle school articulation), writing IEPs and holding conferences. |
| At-risk Services Provided by the School Psychologist: | <input type="checkbox"/> <input type="checkbox"/> The school psychologist consults with teachers, clinical staff, guidance counselors and parents to discuss children who are having behavioral, emotional, social and academic difficulties. The school psychologist assists in developing behavioral plans and conducts functional behavioral assessments and attends all Child Study Team meetings. The school psychologist is also available to provide at risk counseling, agency referrals, and educational, social and personal services during the school day on an as needed basis for at risk students. |
| At-risk Services Provided by the Social Worker: | <input type="checkbox"/> ERSSA counseling to maintain students in the general education population and enable them to succeed. Individual counseling is provided during the school day. Services also include crisis intervention, staff consultation and family intervention. |
| At-risk Health-related Services: | <input type="checkbox"/> Asthma Open Airway Program meets in small group twice annually to prevent asthma attacks by making students aware of asthma triggers and how to avoid them. Dispense medication to students as specified by doctor's orders on approved section 504 forms. 504's are applied yearly. |

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

n/a

Number of Students to be Served:

LEP n/a

Non-LEP n/a

Number of Teachers n/a

Other Staff (Specify) n/a

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

n/a

Professional Development Program

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

n/a

Section III. Title III Budget

—

School: n/a

BEDS Code: 321100010068

| Allocation Amount: | | |
|--|------------------------|--|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) - Per session - Per diem | n/a | <input type="checkbox"/> n/a |
| Purchased services - High quality staff and curriculum development contracts | n/a | <input type="checkbox"/> n/a |

| | | |
|---|----------|------------------------------|
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | n/a | <input type="checkbox"/> n/a |
| Educational Software (Object Code 199) | n/a | <input type="checkbox"/> n/a |
| Travel | n/a | <input type="checkbox"/> n/a |
| Other | n/a | <input type="checkbox"/> n/a |
| TOTAL | 0 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

- Parent survey to determine the written translation and oral interpretation needs of parents.
- Careful observation of language needs of parents and students at admission.

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.

- The findings indicated a need for written translation and oral interpretation in Spanish. Findings were reported to the Leadership team and letters were sent to parents informing them all home school communication would be available in Spanish.

Part B: Strategies and Activities

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

- Written translation and oral interpretation will be provided in Spanish by Ms. Suares or Ms. Wolfe, in house staff member. As the need arises they will translate all communication into Spanish and these documents will be distributed to Spanish speaking families in a timely manner. We have less than 25 families in need of written translation and oral interpretation in Spanish.

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.

□

- As the need arises the oral interpretation services will be provided by Ms. Suarez, in house. If Ms. Suarez is unavailable Ms. Jori Wolfe, in the house staff member, will provide said services.

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>.

□

- Parent orientation, workshops, conferences, letters and phone calls to parents in Spanish notifying parents of the regulations regarding parental notification requirements for translation and interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I | Title I ARRA | Total |
|---|------------|--------------|-------|
| 1. Enter the anticipated Title I Allocation for 2010-11: | 918,805.00 | 102,756.00 | 0 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 9,188.00 | | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 37,258.00 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | 91,880.00 | * | |

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

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

n/a

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

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

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

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

I. General Expectations

P.S. 68 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - o Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - § that parents play an integral role in assisting their child’s learning;
 - § that parents are encouraged to be actively involved in their child’s education at school;
 - § that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - § The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 68 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
 - Learning Environment Survey
 - Articulation with School Leadership Team
 - Parent Teacher Meetings
 - Meet and Greet Night
 - Open House

2. P.S. 68 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
 - Encourage parents to become members of the CEC.
 - Review Progress Report
 - Review Quality Review
 - LES – Spring 2009

3. P.S. 68 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - Parent Involvement Workshops
 - Parent Teacher Conferences
 - Computer workshops for parents to develop awareness of various sites.
 - Parent workshops (i.e. Math, ELA, Social Studies, Discipline Code, etc.)
 - Parent Newsletters

4. P.S. 68 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)

- Phipps Afterschool Program
- UFT Homework Helpline

5. P.S. 68 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
- School Leadership Team will construct an evaluation assessment checklist to determine the effectiveness of the P.S. 68 Parental Involvement Policy.
 - Checklist will be sent home to parents in English and Spanish.
 - School Leadership Team will choose a sub-committee to conduct and report results of assessment to parents.
 - Parent Suggestion Box
6. P.S. 68 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
- i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - At Meet and Greet evening in late September parents will be provided information on the following:
 - o NYC Discipline Code of Behavior
 - o Curriculum Guides for specific grades
 - o Pamphlets on Great Expectations: Partnering for Your Child's Future.
 - o Dial-A-Teacher
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)

- Day and Evening Parental Involvement Workshops
 - Provide parents with sample math manipulatives and grade appropriate literature for Read Alouds and independent reading.
 - Train parents in the effective use of these materials and terminology.
 - Provide parents with handouts to support learning in everyday activities such as cooking, shopping, traveling etc.
 - Regularly scheduled workshops for the ASD NEST parents.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
- Professional Development Activities among staff and parents on how to build good School – Home Relations.
 - Use feedback from School Leadership Team and Parent Surveys to plan topics for Parent Workshops.
 - Parent Teacher Conferences in the Spring and Fall.
 - All workshops open to ELL parents (with school appointed interpreter) and Special Education Parents.
 - Regularly scheduled Parent Workshops and a series of 3 Parental Involvement Workshops in the Spring.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
- Resource materials will be sent home in both Literacy and Math (Magnetic letters, leveled books, math manipulatives).
 - Homework Helpers, Holiday Helpers, Math and Literacy Challenges.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)
- All letters, notices and pertinent information will be distributed to parents in a timely fashion.
 - All pertinent information will be provided in English as well as Spanish for P.S. 68

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by meeting with Title I school representative, School Leadership Team, discussions with parents at various workshops, feedback from the Parent Coordinator and parent surveys. This policy was adopted by the P.S. 68 on 10/15/10 and will be in effect for the period of October 2010 to June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 17, 2010.

1. 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.

P.S. 68 , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

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

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

□ School Responsibilities

P.S. 68 will:

1. 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: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
 - Our curriculum is standards based and on going professional development supports best teaching practices.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
 - Parent teacher conferences will be held in November and March.
 - January conferences will be held midyear for possible holdovers.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
 - All parents will receive student progress reports in November and March.
 - Parents of students who may not meet the standards will receive interim progress reports.
 - Reports will be made available to parents in the following ways: mail, Parent Teacher Conferences, telephone
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
 - Staff is available at Parent Teacher conferences in November and March.
 - Before/after school and on teacher's prep times if appointments are made in advance.
 - Phone conferences are held at mutually available times.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
 - Class mothers/fathers are encouraged to help during parent teacher conferences.
 - Parents are invited to writing celebrations in classrooms.
 - Class mothers/fathers are encouraged to volunteer and work on class projects and displays.
 - Parents are encouraged to volunteer and participate on class trips.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitor attendance.
- Make sure homework is completed.
- Monitor amount of television our children watch.
- Volunteer in my child's classroom.
- Participate, as appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Stay 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 or policy groups.
- Attend PTA meetings.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.

- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Report to school on time and come to school every day.

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.

- Regularly schedule grade leaders meeting to improve...
- Data from various sources was analyzed at common prep periods and SLT meeting by administrators, parents and staff to determine schoolwide goals.

2. Schoolwide reform strategies that:

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

- Provide ongoing Professional Development to ensure best teaching practices.
- Provide Academic Intervention Support in small group and tutorial as needed.
- Provide Extended Day and Summer School for struggling students.
- Pursue the Adopt a Student Program to promote 1:1 support for our most at risk students.
- 6 week cycle of after school enrichment activities.

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.

- - 37.5 minutes Extended day for at risk students in Grades K - 5.
 - Summer School Program
 - 1:1 Tutorial for Literacy and Mathematics for ELL and Special Education students.
 - 1:1 ELA Tutorial for Grade 1 students using Reading Recovery strategies

o Help provide an enriched and accelerated curriculum.

- - School-wide general music program provides each child the opportunity to learn to play an instrument.
 - Elective string program for students in grades 4 and 5. Children will participate in a string orchestra. They will have a choice of playing violin, viola, cello or bass instruments.
 - Chess in the Schools
 - Afterschool String Orchestra and Chorus Club enrichment
 - Girls and Boys Basketball
 - Student Government
 - Scrapbooking Club
 - Afterschool math and literacy enrichment sessions.

o Meet the educational needs of historically underserved populations.

- - Personal Intervention Plans
 - Weekly Child Study Team to discuss at-risk students for academic, behavioral, emotional or social issues. Grade 1 tutorial for Literacy using Reading Recovery strategies.
 - "Teacher Buddies" to support ELL and Special Education students achieve on State Test.

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

- - Technology equipment in every classroom to integrate technology into instruction.

- Title 1 Reading and Math AIS services are provided in both push in and pull out model of instruction.
 - At Risk, mandated and Whole Class counseling.
 - Grade 1 ELA Academic Intervention using Reading Recovery Strategies.
 - Science and Social Studies small group AIS instruction during PAOs and Extended Day.
 - Functional Behavioral Assessments (FBA) for students displaying several behavioral difficulties and Behavior Intervention Plans (BIP).
- o Are consistent with and are designed to implement State and local improvement, if any.
- n/a

3. Instruction by highly qualified staff.

-
- On-going Professional Development on best teaching practices using scientifically researched programs.
 - On-going Professional development on data analysis leading to focused differentiated instruction.
 - Utilization of the Literacy Coach and Math Staff Developer to mentor teachers and provide needed support.
 - Staff participation in workshops provided by the region and other institutions of higher learning throughout the Metropolitan area.
 - Mondo Professional Development in K, 1 and 2.
 - Professional Learning Communities to support one another in analyzing data and providing research based instruction resulting in improved test scores.

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.

-
- Understanding academics workshop with a focus on organization skills, literacy and math in conjunction with NYU - Workshops are held three times a year with varied staff participation.
 - Based on our Comprehensive Needs Assessment high quality and on-going Professional Development for teachers and paraprofessionals will occur on those specific days designated by the Department of Education. In addition, weekly common prep time will be utilized for specific grade Professional Development as needed.
 - In addition parent workshops will be held monthly by the Parent Coordinator, Literacy Coach, Math Staff Developer and Guidance Personnel. In Spring 2010 a series of 3 parent involvement workshops will be held. These workshops will address curriculum, parent needs and how parents and school can work together to support the academic and social growth of every child.

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

- - Contact college recruitment offices.
 - Attendance at regional and city wide job fairs.
 - Interview and observation lesson
 - High quality programs within our school

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

- - International Dinner
 - Series of 3 Parent Involvement Workshops
 - Quarterly Family Literacy Workshops, K – 2 and 3 – 5 parents
 - Quarterly Family Numeracy Workshops, K – 2 and 3 – 5 parents
 - September Meet and Greet
 - Staff presentation at PTA meetings in discipline requested by PTA leadership.
 - Parent participation at Special Awards Assemblies for 100 Book Challenge and Running Start
 - Parent participation at performances by P.S. 68 Chorus and String Band celebrating different holidays throughout the school year
 - Monthly ASD NEST Parent Workshops

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.

- - September orientation for children and parents of Pre-Kindergarten and Kindergarten students.
 - Parent Coordinator Meet and Greet and Welcome Pre-Kindergarten and Kindergarten parents.

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.

- - Weekly grade leader's meetings.
 - Teacher training in the use of data from State tests, Rally, Predictives, Unit Tests, Performance Scantron, WRAP, Mondo and Everyday Mathematics to provide data driven small group differentiated instruction.

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.

- - Test data and teacher observations carefully analyzed to plan effective literacy and math support
 - Personal Intervention Plans and small group instruction for Level 1 students 2 times weekly
 - 37 ½ minutes for struggling students (Level 1's and low 2's)
 - AIS for struggling learners during the school day
 - Accelerated Literacy Learning for "at risk" first graders using Reading Recovery strategies
 - Tier 1 AIS within classroom
 - Data Inquiry targeted instruction for identified students

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.

- - School houses an OACE (Office of Adult and Continuing Education) program three times a week.
 - Nutritionist meets on a monthly basis with selected students to gain better understanding of their nutritional need and adjust breakfast and lunch accordingly.
 - Bus service is being provided for several students who attend P.S. 68 under the No Child Left Behind Guidelines.

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not

literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source <i>(i.e., Federal, State, or Local)</i> | Program Funds Are "Conceptually"¹ Consolidated in the Schoolwide Program | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i> | Check (X) in the left column below to verify that the school has met the intent and purposes² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan. |
|---------------------|---|--|---|---|
| | | | | |

| | | Yes | No | N/A | | Check(x) | Page#(s) |
|-------------------------|---------|-----|----|-----|--------------|----------|----------------------|
| Title I, Part A (Basic) | Federal | Yes | | | 920,716.00 | True | Goals 1, 2, 3, 4 & 5 |
| Title I, Part A (ARRA) | Federal | Yes | | | 109,418.00 | True | Goals 1, 2, 3 & 4 |
| Title II | Federal | Yes | | | 242,839.00 | True | Goals 1 & 2 |
| IDEA | Federal | Yes | | | 188,019.00 | True | Goals 1, 2 & 3 |
| Tax Levy | Federal | Yes | | | 3,779,041.00 | True | Goals 1, 2, 3, 4 & 5 |

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

See Appendix 1 part B

- All curriculum is research and standards based.
- Weekly Data Inquiry Team meetings with targeted staff, data specialist and administration to assess cohort and subgroup data.
- Grade level data inquiry teams target specific NCLB subgroups, including lowest 1/3 black, students with disabilities and ELLs.
- Analysis of individual student growth percentiles.

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

- Common planning periods for classroom teachers is built in to the school wide schedule.
- Scheduling allows for grade leaders to meet on a regular basis with administration. Focus is to support cohesion of instruction across the grades.

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;

□

- 40% of our students are mandated for extended day program.
- Afterschool program is providing enrichment opportunities for level 3 and 4 students.
- Saturday program will target level 1 and 2 students to provide test preparation, remediation and reinforcement.
- Children not meeting standards are either mandated or invited to attend summer programs.

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

□

- All curriculums are research based and address state standards.
- Curriculum stresses real life application and is enhanced by the use of technology.

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

□

- Special education teacher support and AIS services are provided in a push in model .
- Additional support is provided before/after school hours□

4. Coordinate with and support the regular educational program;

□

- □On going collaboration between special education teachers and AIS providers.
- AIS support focuses on specific skills.□

5. Provide instruction by highly qualified teachers;

- - 2009 - 2010 BEDS Survey indicated that 100% of our staff is highly qualified.
 - Recruitment efforts target highly qualified and licensed staff.

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

- - Mondo Professional Development
 - Collaboration with Hunter College and NYU to provide ongoing support with English language arts, mathematics, organization, behavior.
 - Professional Development Days
 - Weekly grade leaders meetings; turnkeyed information to grade
 - Support from Childrens First Network
 - Parent Workshops
 - Literacy Study Groups
 - Cabinet meetings with administration and literacy and math coaches
 - Education Through Music Professional Development
 - Psychologist attends monthly workshops

7. Provide strategies to increase parental involvement; and

- - School Leadership Team
 - Parent Teacher Association
 - Parent Involvement Workshops
 - Monthly ASD NEST Workshops
 - B-monthly Parent Workshops
 - Letters sent out in parents native language
 - On staff translators for phone and in-house conferences
 - Parent Surveys
 - Varied times for scheduled meetings, ie. School Leadership meetings, workshops. (Morning and Evening meetings)
 - Monthly parent information calendars and newsletters

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



- Conceptual consolidation allows for integration of funding sources
- All programs are school wide.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

7

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

- P.S. 68 guidance counselor has been designated to serve as the STH Liaison who tracks and monitors the progress of the STH population.
- These students receive "At risk" counseling as needed.
- STH population is entitled to academic intervention services when warranted.
- All STH students receive free lunch.
- STH students are exempt from daily transportation guidelines.

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

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

File Name - 28_11X068_120910-144231.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|---|--------------------|---|------------------------------------|
| Network Cluster 607 | District 11 | School Number 068 | School Name Edward A. Fogel |
| Principal Catherine Helfrich | | Assistant Principal Janet Peterson | |
| Coach Barbara Tully | | Coach Maryanne Diliberti | |
| Teacher/Subject Area Richard Geldmacher (SS) | | Guidance Counselor Shirley Suarez | |
| Teacher/Subject Area Richard Salisbury (Sci) | | Parent type here | |
| Teacher/Subject Area Tamika Harris (Gen Ed) | | Parent Coordinator Nicole Robinson | |
| Related Service Provider Jalila Washington (ESL) | | Other Virginia Kelly (AIS) | |
| Network Leader Elmer Myers | | Other type here | |

B. Teacher Qualifications

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

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

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | 763 | Total Number of ELLs | 16 | ELLs as Share of Total Student Population (%) | 2.10% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

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

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

1. Two pedagogues who are Spanish speaking assist the ESL teacher (ESL certified) during all aspects of the ELL identification process: a guidance counselor and one of our 4th grade teachers (master's degree in ESL). In the event of the ESL teacher's absence, unavailability or when the need a Spanish interpreter is needed the above mentioned team members assist with the ELL identification process. If a parent speaks a language other than English or Spanish the Over-The-Phone Interpretation Service is contacted to assist the parent. During the registration process, parents of new entrants to the NYC Public School system are required to complete a Home Language Identification Survey (HLIS). The parents are assisted in completing the form by the ESL teacher. The ESL teacher reviews the HLIS to determine if a child speaks a language other than English. If the HLIS indicates that a child speaks a language other than English, the ESL teacher conducts an informal interview with the student. If the child is deemed an ELL he/she is administered the Lab-R within the first ten days of entering our school system. The Lab-R is hand scored by the ESL teacher (this allows students to be serviced immediately) and the answer documents are sent to the ISC. If the LAB-R indicates that the student is limited English proficient (LEP) and his/her native language is Spanish that student is administered the Spanish Lab. If the student scores at a proficient level on the LAB-R they are not considered an ELL. Each spring, all ELLs are administered the New York State English as Second Language Achievement Test (NYSESLAT). The NYSESLAT measures student proficiency in reading, writing, speaking and listening in English. 2. Parents of newly enrolled ELLs are invited to attend a parent orientation (usually held by the third week of school) given by the ESL teacher. Parent orientations are held on an ongoing basis to assist parents of newly enrolled ELLs throughout the school year. During the orientation, parents watch an informative video which is an overview of the three major language programs offered in the N.Y.C. Public Schools: Transitional Bilingual Education (TBE), English as a Second Language (ESL) and Dual Language (DL) programs. After the video, parents participate in a question and answer session in which we discuss the ELL parent brochure, the ELL Programs, the entitlement letter, and the parent survey and program selection form as well as address any concerns. Next, parents complete the program selection form and survey. Parents choose, in order of preference between, ESL, TBE, or DL. If a parents first choice is not offered at PS 68 they are given a choice to have their child attend another school that offers their program choice. The ESL teacher works with the pupil personnel secretary to see if there is an opening at the desired school and places the parent in contact with someone at that school to complete the enrollment process. If there is no space available, parents are then placed in contact with the office of enrollment to see what can be done to honor their first choice. 3. Letters of entitlement are sent home via child and/or mail to parents along with the invitation to attend the parent orientation session. Parent survey and program selection forms are collected during the parent orientation. If a parent is not able to attend, they are contacted via phone and the forms are sent home via the child and/or mail. If the form is not returned the default program is TBE. If our school has at least 15 students whose parents have selected TBE, in at least two consecutive grades with the same native language a TBE class will have to be opened. Until the student is properly placed the student is placed in a freestanding ESL program (at this time PS 68 does not offer transitional or dual language program). The ESL teacher follows up with the collection of the surveys on a weekly basis. Once the surveys are collected the original will be placed in the students cum and a copy held in the ESL office green file cabinet. 4. Identified ELLs are placed in a language program based on the scores of their LAB-R or NYSESLAT. If they fall below a level of proficient for their current grade level they are considered a LEP and entitled to services. If we do not have the program the parent requests, they are provided with a list of schools in the area that offer their

program choice. In consulting or communicating with parents we strive to do so in their native language with assistance of staff members or over-the-phone interpretation services. 5. The trend in program choice is ESL. However, we are still trying to access the program selection forms for students transferred into our school. The form is only filled out once and many schools do not place a copy in the student's permanent record file which gives us no way to access this information. 6. The program model of ESL is currently in alignment with parent requests, with the majority desiring the program model we now offer. We ensure that the parent choice is honored and that parents are fully informed of their rights.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Push-In | 2 | 2 | 2 | 1 | 1 | 1 | | | | | | | | 9 |
| Total | 2 | 2 | 2 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs | 16 | Newcomers (ELLs receiving service 0-3 years) | 13 | Special Education | 6 |
| SIFE | 0 | ELLs receiving service 4-6 years | 3 | Long-Term (completed 6 years) | 0 |

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

| ELLs by Subgroups | | | | | | | | | | |
|--------------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| <input type="checkbox"/> | | | | | | | | | | |
| <input type="checkbox"/> | | | | | | | | | | |

| | | | | | | | | | | | | |
|---------------|----|---|---|---|---|---|---|---|---|---|---|----|
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 13 | 0 | 5 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 16 |
| Total | 13 | 0 | 5 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 16 |

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

C. Home Language Breakdown and ELL Programs

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

| Dual Language (ELLs/EPs) | | | | | | | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP |
| Spanish | N/A | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

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

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | N/A | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | 2 | 3 | 3 | 4 | 2 | 2 | | | | | | | | 16 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 2 | 3 | 3 | 4 | 2 | 2 | 0 | 16 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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

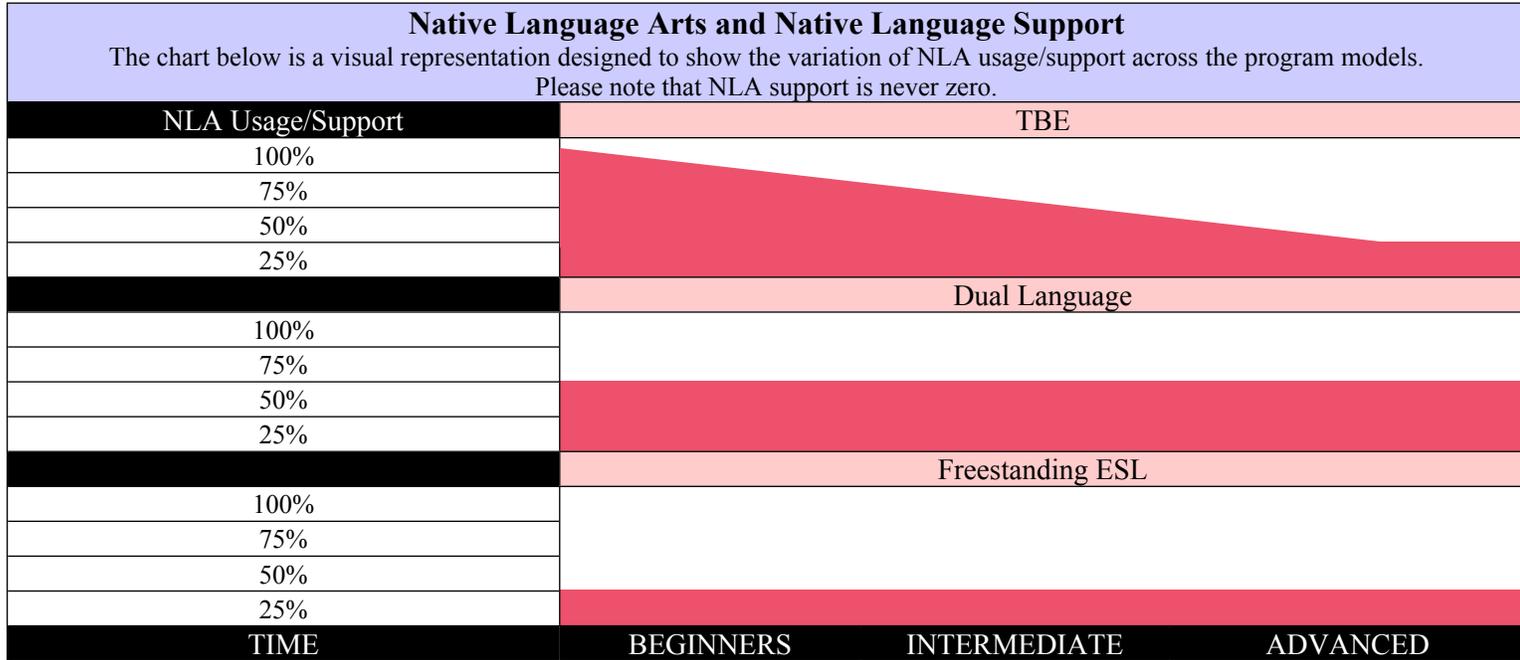
1. The ESL organizational model implemented at 68 is push-in with direct ESL instruction in English. The ESL program model is heterogeneous (mixed proficiency levels). Students are placed in classes based on grade level not language proficiency. 2. All beginning and intermediate ELLs receive 360 minutes of ESL instruction (8 periods), and 2 periods of native language arts per week. All advanced ELLs receive 180 minutes of ESL instruction (4 periods), and 1 period of native language arts per week. In addition, all students receive a minimum of 180 minutes (4 periods) of ELA instruction per week provided by the classroom and/or AIS teachers. Proficient ELLs (recently passed the NYSESLAT) meet with ESL teacher for at least 1 period (45 minutes) once a week.3. Academic content (social studies, science, etc.) is delivered as whole group, small group or one on one using some of the following strategies to make the content more accessible to ELLs: graphic organizers, building vocabulary with the use of pictures and simplifying the language of the content questions. 4. At this time we have no SIFE or long term ELL students. However, all of our ELLs regardless of label, have equal access to all academic programs before, during and after school as well as Saturday programs. In addition, SIFE and long term ELLs would be assigned an academic intervention services (AIS) specialist to assist the ESL and classroom teacher in assisting the students in areas in which they have deficiencies. The guidance counselors assists in helping the SIFE student transition into the school and classroom setting as well as the role of student (wearing uniforms, homework, etc.). For newcomers, the ESL teacher provides the classroom teachers with training (sheltered instruction) and ESL resources such as picture dictionaries, and simplified textbooks about different topics they are teaching to instruct the student. We also try to assign a 'buddy' to our newcomers within the first week, which is a responsible classmate who usually speaks the same native language. In addition, newcomers attend our extended day program where they receive scaffolded instruction in math and literacy (and preparation for upcoming exams if they will be in a testing grade the following year). For our 4-6 year ELLs, the results of the NYSESLAT are analyzed to determine area of weakness and instruction is planned accordingly and additional support is provided. An analysis of this years data shows a weakness in the area of writing. As a result, the ESL teacher and classroom teachers will be implementing writing programs such as Craft Lessons or Lucy Calkins into our curriculum to address these needs. We have noticed that these students have trouble understanding what the questions are asking. The ESL teacher will use Test Talk which helps make "test questions and vocabulary" more comprehensible therefore allowing students to better understand exactly what the questions are asking. With special education ELLs the teachers use sheltered instruction with a heavy emphasis on scaffolding to make input comprehensible for these students. X-Coded ELLs are serviced as per their IEP.

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

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

| | | | |
|--|-----------------------|-----------------------|--------------------|
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |
|--|-----------------------|-----------------------|--------------------|

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



B. Programming and Scheduling Information--Continued

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

5. ELLs (in any subgroup)struggling in ELA and/or Math are serviced by the Title 1 Literacy and Math teachers in small groups in a push in and pull out program at least 2 times a week. Content area teachers work with classroom teachers to devise a plan to assist ELLs struggling in content areas 6. Proficient ELLs receive the same testing accommodations as entitled ELLs for two consecutive years upon testing out of our program. Their academic progress is monitored closely by the ESL and classroom teacher. The ESL teacher meets with the students or student once a week to work on any areas of weakness for the student. 7. School wide there will be more professional development on the use of ESL strategies. The staff, especially the new teachers, will share and review and improve upon ideas and strategies that have worked successfully with ELLs. In addition, our school will participate in the PHIBBS afterschool program which helps with homework and provides enrichment activities. 8. Imagine Learning was discontinued for our ELL population. We did not feel that our ELLs were making significant progress to justify having the program. In addition, we were not given the support that the program promised. 9. All ELLs have equal access to every school activity/program provided before, after school or on the weekends. Some of the programs available consist of a math lunch bunch, the Phipps program, ETM music program, and Saturday academy. 10. Instructional materials used to instruct ELLs include Words Their Way (all levels), Mondo Oral Language Development Program, Foundations, Starfall and bilingual materials in the content areas. 11. To provide native language support within our program, students have access to some bilingual materials in literacy and math as well as the content areas. Students are also encouraged to bring in material that reflect their native culture (books, pictures, etc.) to share and discuss with their class. 12. Required support services and resources for ELLs are provided based on a student's grade level and ability. In the event of a student not being age appropriate for their grade due to being held over, support for that child's specific needs are given (i.e. AIS, academic programs provided by the school). All programs used for our ELLs are appropriate for elementary level students and various levels of ability. For example, the Words Their Way program is designed for ELLs from beginning level to advance and helps students develop vocabulary through word study. In addition, the Mondo program is appropriate for elementary school across all grade levels and helps students develop literacy skills. 13. School administrators are available throughout the school year. During the summer, they are available to assist parents with the registration process. They address any questions or concerns an ELL parent may have. In the event that they are not able to address the parents' concerns they contact the ESL teacher or someone at the Office of ELLs. 14. N/A

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.

1. Professional development is ongoing at PS 68. At the beginning of the year, the ESL teacher informs all staff about the ELL identification process, discusses the latest trends in ESL resources and methodologies as well as address any concerns as they pertain to ELLs. The ESL teacher meets with subject area, special education, common branch and paraprofessionals of ELLs to disseminate bilingual materials and additional information about resources available for themselves as well as students; this information is also given to administration and guidance counselors. Teachers of ELLs also meet with the ESL teacher as needed to discuss student progress and specific activities to meet student needs. In addition, the ESL teacher, pupil personnel secretary and staff members participate in outside professional development workshops throughout the year in a variety of areas and turnkey the information to the staff. 2. The guidance counselors set up visits with the students to our feeder middle schools. The students participate in a workshop geared towards transitioning elementary students into middle school. Parents and students participate in workshops on what to expect in middle school and parents are walked through the process of choosing a school for their child. 3. Throughout the year workshops are given by the ESL teacher to assist teachers with completing their mandated 7.5 hours of ESL training as per Jose P. Information from professional development workshops attended only by the ESL teacher is turn-keyed to grade leaders and/or administration, then turn-keyed to the rest of the staff.

E. Parental Involvement

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

1. Parent workshops are conducted throughout the school year. These workshops are held during the school day to discuss the curriculum, standards, testing and student data. In addition, on 3 evenings parent workshops are held to discuss topics of interest selected by parents. Parents are also invited to attend our PTA meetings, Multicultural Dinners and Musical Celebrations throughout the year. Information is provided and presented in the parent's native language whenever possible. 2. We partner with Education Through Music (ETM) which provides music in the classroom and informs teachers and parents on how to use music as a learning tool; our local fire department teaches students about fire safety through the use of an interactive Fire House; and the PHIPPS program provides students with academic support as well as enrichment activities in an afterschool program. 3. In the fall, our parent coordinator conducts a parent survey to determine the needs of parents and plan appropriate workshops. 4. Parental workshops are created based on parent need. Workshops are presented by teachers of various disciplines in our school based on the result of the parent surveys.

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 | 1 | | | | | | | | | | 5 |
| Intermediate(I) | | | 2 | 1 | 1 | 1 | | | | | | | | 5 |
| Advanced (A) | 2 | | | 2 | 1 | 1 | | | | | | | | 6 |
| Total | 2 | 3 | 3 | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |

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 | | 3 | 1 | 1 | | | | | | | | | |
| | A | 2 | | 1 | 1 | 2 | 2 | | | | | | | |
| | P | | | | 2 | | | | | | | | | |
| READING/ WRITING | B | | 3 | 1 | 2 | | | | | | | | | |
| | I | | | 2 | 1 | 1 | | | | | | | | |
| | A | 2 | | | 1 | 1 | 1 | | | | | | | |
| | P | | | | | | 1 | | | | | | | |

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

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

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | 4 | | 1 | | 5 |
| 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 | 2 | | 1 | | 1 | | | | 4 |
| 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 | N/A | | | |
| Math | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | |
|-------------------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | N/A | | | | | | | |
| Chinese Reading Test | 0 | | | | | | | |

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

1. At PS. 68 we use the Mondo program (lower grades), Fountas & Pinnell, WRAP and DRA (upper grades) to assess early literacy skills. Each programs correlates to a final Fountas & Pinnell level. This information helps drive our small group instruction regarding which strategies are needed for each student to make progress. Upon review of our literacy data we noticed that most of our ELLs are on or approaching grade level reading levels. We will continue to focus on providing early literacy intervention through programs like Mondo (literacy program with an oral language development component) and Foundations (focus on phonics) to improve the literacy skills of our ELLs. 2. In analyzing the data patterns from the LAB-R and NYSESLAT, writing is the greatest area of weakness for students across all grades with most students performing at beginner or intermediate levels. On average students tend to perform at the advanced level on the listening/speaking modality across all grades. 3. As a result of the patterns from the LAB-R and NYSESLAT, students are encouraged to participate in our 100 book challenge program in which they read for a minimum of 15-30 minutes everyday and answer questions or discuss what they have read with friends of family members. Students have the opportunity to reach certain goals based on how much they have read and when the goals are met they participate in a school wide celebration. In writing, every month teachers work on a specific skill and genre on each grade. Using resources such as Lucy Caulkins and Ralph Fletcher, students are encouraged to produce a standard setting piece of writing every writing cycle. During the writing block, teachers have individual writing conferences with students to help them improve upon their writing skills. Upon completion of their writing piece, some students participate in a publication celebration. 4. Patterns show that the majority of our ELLs performed at level 2 or 3 on the Math and ELA exams. This year we had one ELL who scored a level 4 on both the Math and ELA exams. Across language proficiencies we noticed that an advanced level of language proficiency usually equated to higher exam scores except under unique situations (i.e. students with learning disability or ELLs new to the country). All exams were given in English 6. We evaluate the success of our program for ELLs by looking at the scores on the NYSELAT, ELA and Math as a quantifiable means of gauging student progress. In addition, various school wide and teacher progress reports are used to monitor how much progress a student has made throughout the year. One indicator that our program changes have had positive effect on student achievement is that 27% of our 2009-2010 ELLs have passed the NYSELAT with a level of proficiency.

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.

Rafael

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 | | |

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|----------------|-------------|--------|---------------|--|--------------|
| School Name: | P.S. 068 Bronx | | | | | |
| District: | 11 | DBN: | 11X068 | School | | 321100010068 |

DEMOGRAPHICS

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

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 18 | 18 | 18 | | 93.6 | 94.2 | 94.3 |
| Kindergarten | 101 | 102 | 117 | | | | |
| Grade 1 | 124 | 125 | 118 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 121 | 129 | 135 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 115 | 124 | 130 | | 91.1 | 91.8 | 93.2 |
| Grade 4 | 139 | 122 | 131 | Poverty Rate - % of Enrollment: | | | |
| Grade 5 | 150 | 143 | 120 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 6 | 0 | 0 | 0 | | 87.2 | 95.7 | 95.7 |
| Grade 7 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 8 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 9 | 0 | 0 | 0 | | 7 | 19 | 11 |
| Grade 10 | 0 | 0 | 0 | Recent Immigrants - Total Number: | | | |
| Grade 11 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 12 | 0 | 0 | 0 | | 3 | 4 | 1 |
| Ungraded | 2 | 9 | 11 | | | | |
| Total | 770 | 772 | 780 | | | | |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 38 | 40 | 35 | Principal Suspensions | 21 | 17 | 22 |
| # in Collaborative Team Teaching (CTT) Classes | 24 | 25 | 44 | Superintendent Suspensions | 21 | 7 | 5 |
| Number all others | 31 | 25 | 38 | | | | |

These students are included in the enrollment information above.

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|---|---------|---------|---------|
| <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 | CTE Program Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Early College HS Program Participants | 0 | 0 | 0 |

| Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # receiving ESL services only | 27 | 19 | TBD |
| # ELLs with IEPs | 1 | 4 | TBD |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | |
| Number of Teachers | 67 | 72 | 71 |
| Number of Administrators and Other Professionals | 20 | 15 | 10 |
| Number of Educational Paraprofessionals | 3 | 3 | 9 |

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 67.2 | 72.2 | 84.5 |
| | | | | % more than 5 years teaching anywhere | 71.6 | 66.7 | 73.2 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 90.0 | 89.0 | 94.4 |
| American Indian or Alaska Native | 0.3 | 0.3 | 1.2 | % core classes taught by "highly qualified" teachers | 100.0 | 99.3 | 100.0 |
| Black or African American | 83.0 | 83.2 | 80.6 | | | | |
| Hispanic or Latino | 13.6 | 13.3 | 15.1 | | | | |
| Asian or Native Hawaiian/Other Pacific | 1.4 | 1.0 | 1.5 | | | | |
| White | 0.8 | 1.0 | 1.3 | | | | |
| Male | 51.6 | 53.9 | 54.1 | | | | |
| Female | 48.4 | 46.1 | 45.9 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

| | | | | | | | |
|---|----------|----------|----------|--|--|--|--|
| American Indian or Alaska Native | - | - | | | | | |
| Black or African American | v | v | | | | | |
| Hispanic or Latino | v | v | - | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | | | | | |
| White | - | - | | | | | |
| Multiracial | - | - | - | | | | |
| Students with Disabilities | vsh | v | - | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | v | v | | | | | |
| Student groups making | 5 | 5 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | B | Overall Evaluation: | | | | | NR |
| Overall Score: | 43.4 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | |
| School Environment: | 10.3 | Quality Statement 2: Plan and Set Goals | | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | |
| School Performance: | 6.4 | Quality Statement 4: Align Capacity Building to Goals | | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | |
| Student Progress: | 22.4 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 4.3 | | | | | | |

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

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

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