



**Department of
Education**

Dennis M. Walcott, Chancellor



NOVEMBER 17, 2011

**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : THE EMMA LAZARUS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18k268

PRINCIPAL: VANGELA KIRTON, PRINCIPALEMAIL: VKIRTON@SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLY WILKINS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Vangela Kirton	*Principal or Designee	
Christopher Townsend	*UFT Chapter Leader or Designee	
Rhonda Joseph	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Ronald Laurent	Chairperson	
Tanya Louis	Member/Staff	
Alexandria Frank	Member/Staff	
Barbara Nirenberg	Member/Staff	
Roger Francis	Member/Parent	
Daphne Dorsainvil	Member/Parent	
Natasha Duncan	Member/Parent	
Bernadette McNally	Member/Parent	
Ingrid Benjamin	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- ELA- By June 2012, students achieving at or above level 3 in ELA will increase 5% from 35.5% to 40.5%.

Comprehensive needs assessment

- On the 2010-2011 NYCDOE Progress report 35.5% of students scored at or above level 3

Instructional strategies/activities

- Teachers will work with Network Instructional Coach to develop curriculum maps that uses both NYS Standards and CCLS ensuring that the curriculum is rigorous and addresses all students.
- Teacher Teams will develop engaging student centered lessons utilizing the workshop model during weekly common planning time.
- Teacher Teams will use a protocol to look closely at data and student work, identifying gaps, then adjust the curriculum and instruction to increase performance.
- Literacy Coach will support teacher effectiveness through the modeling of Best Practices, provide and turnkey Professional Development in order to strengthen teacher practice, including integration of performance task.
- Literacy Coach will support student performance by providing small group instruction for targeted students including Students with disabilities and English Language Learners.
- Engage parents in workshops that foster a better understanding of student performance expectations.
- Inquiry teams facilitated by the grade leader (collaboration on lowest third academic trends, teacher best practices and techniques to implement strategies)

Strategies to increase parental involvement

- Hands on parent and child workshops in ELA and Mathematics facilitated by coaches
- Book of the month parent workshops facilitated by librarian
- Parent coordinator workshops with administration on testing strategies for state exams
- ARIS parent notice detailing; login information, what is found on the parent link and how they can use that information to monitor child's academic performance throughout the year.
-

Strategies for attracting Highly Qualified Teachers (HQT)

- **100% Highly Qualified Teachers**

Service and program coordination

Parent Coordinator, Administration and PTA conduct workshops utilizing outside vendors to address the needs of gang prevention, nutrition and housing for parents and students, i.e. 67th precinct, food services, Brooklyn Housing Authority.

Budget and resources alignmentTitle 1 Fair Student Funding

- Parent involvement workshops: using technology on how to supplement instruction , book of the month workshops, and testing strategies
- Professional development for coaches on how to conduct professional development for parents and staff.
- Other areas: Student tutorials for ELA and Mathematics
- Professional Dev.
- Per session: ELA Tutorials

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- **Mathematics-** By June 2012, overall students performing at or above proficiency level in Mathematics will increase by 5% from 39.3% to 44.3% as evidence by NYS Math assessment.

Comprehensive needs assessment

- On the 2010-2011 NYC DOE progress report 39.3% of students scored at or above level 3 in Mathematics

Instructional strategies/activities

- Use of datacation an electronic grade book a repository for summative and formative classroom data to monitor and track student progress.
- Monthly professional developments with math coach
- RTI (response to intervention), go deeper, HOT (higher order thinking), problem solving, and test prep activities and strategies imbedded within program
- Spiral review found in each lesson of standard practice book
- Data driven inquiry based on inquiry based on data summaries from the mid-chapter checkpoints and chapter test
- Inquiry teams facilitated by the grade leader identify trends within chapters to re-teach, reinforce, and enrich for identified students.
- Math Coach will support teacher effectiveness through the modeling of Best Practices, provide and turnkey Professional Development in order to strengthen teacher practice, including integration of performance task.
- Teachers will work with Network Instructional Coach to develop curriculum maps that uses both NYS Standards and CCLS ensuring that the curriculum is rigorous and addresses all students.
- Math Coach will support student performance by providing small group instruction for targeted students including Special Education students and English Language Learners.

Strategies to increase parental involvement

- Hands on parent and child workshops in ELA and Mathematics facilitated by coaches
- Parent coordinator workshops with administration on testing strategies for state exams
- ARIS parent notice detailing; login information, what is found on the parent link and how they can use that information to monitor child's academic performance throughout the year.
-

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% Highly Qualified Teachers

Service and program coordination

Parent Coordinator, Administration and PTA conduct workshops utilizing outside vendors to address the needs of gang prevention, nutrition and housing for parents and students, i.e. 67th precinct, food services, Brooklyn Housing Authority.

Budget and resources alignment

- Title 1 Fair Student Funding
- 10% of funds to professional development of Math coach
- Student tutorials for Mathematics

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- **By June 2012, the approximate parent involvement will increase by 20% from 52% to 72%**

Comprehensive needs assessment

According to the 2010-2011 environmental survey and cumulative parent attendance sheets demonstrated we have a 53% rate of parent involvement.

Instructional strategies/activities

- Parent Association - Increase attendance and support
- School Leadership Team - SL T members will actively ensure that CEP mandates are operational
- Active Learning Leaders will participate in daily school routines
- ELL Parents informed of all mandates to support their children
- Special Education Parents informed of all mandates to support their children
- School wide Initiatives (Career Day, Black History Month, Health Fair, etc.)
- Grade Specific Workshops targeted to meet the individual needs of their children
- Recognition Assemblies • Parent Field Trips (PAC)

Strategies to increase parental involvement

- hands on parent and child workshops in ELA and Mathematics facilitated by coaches
- Book of the month parent workshops facilitated by librarian
- Parent coordinator workshops with administration on testing strategies for state exams
- ARIS parent notice detailing; login information, what is found on the parent link and how they can use that information to monitor child's academic performance throughout the year.
- Regularly scheduled PTA/Title 1 and SLT meetings
- Parent Teacher Conferences
- Get Acquainted Meetings
- Think Central & Go Math– provide a supplemental Online reading program for home use for K- 5
-

Strategies for attracting Highly Qualified Teachers (HQT)

- **100% Highly Qualified Teacher**

Service and program coordination

- Parent Coordinator, administration and PTA conduct workshops utilizing outside vendors to address the needs of gang prevention, nutrition and housing for parents and students i.e. 67th precinct, food services, Brooklyn Housing Authority.

Budget and resources alignment

- Title 1
- Tax Levy Fair Student Funding
- TT 1: Parent involvement workshops (*ie; using technology on how to supplement instruction , book of the month workshops, and testing strategies*)
- TT 1: Professional development for coaches on how to conduct professional development for parents and staff.
- Student tutorials for ELA and Mathematics
- Network support

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- **In June 2012 we will decrease our level 3,4, and 5 incidents from 51% to 10%**

Comprehensive needs assessment

- According to our Occurrence Summary report in 2010-2011 there were a total of 131 incidents, of that total 31 were level 3, 34 level 4, and 3 level 5 incidents. All together this constituted 51% of the total incidents.

Instructional strategies/activities

- Positive Behavior Intervention System (PBIS) implementation
- Review of the NYC School disciplinary code book
- One to One Parent Meetings that result in actionable steps that foster positive behaviors,
- Use Literature to promote Anti bullying techniques'
- Anti- Bullying Assemblies Respect for All Training for teachers and classroom lessons Conflict resolution modeled and demonstrated for classes,
- Ongoing incentives for Positive Behaviors, i.e. Student of the Month, Commendation cards, Boy/Girl Scouts, Track Team (Extra Curricular Activities.)
- Daily reciting of Peace Builders Pledge At Risk Counseling At Risk Interventions, i.e. recommend outside agency support, Sesame Flyers, etc,

Strategies to increase parental involvement

- Review of School Disciplinary code with Parents and students
- PBIS workshop
- Town Hall meeting for senior class parents indicating consequences for misbehavior.
- Parent coordinator supplied with student contact list to keep parents abreast to student behavior.

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% Highly Qualified Teachers

Service and program coordination

- Parent Coordinator, administration and PTA conduct workshops utilizing outside vendors to address the needs of gang prevention, nutrition and housing for parents and students i.e. 67th precinct, food services, Brooklyn Housing Authority.

Budget and resources alignment**Title 1 & Tax Levy Fair Student Funding**

- Parent involvement monies: Parent coordinator workshops on gang related affairs and negative behavior
- Professional development for staff regarding PBIS.
- Classroom workshop by teachers on students bill of rights, rewards for positive behavior or consequences for negative behavior.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	40	40	N/A	N/A	53	2	2	4
1	40	40	N/A	N/A	35	5	2	11
2	40	40	N/A	N/A	5	0	1	5
3	35	35	N/A	N/A	10	3	1	6
4	68	68	68	68	15	1	1	12
5	43	43	43	43	10	1	3	6
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Small Group – during school day Small Group – after school Wilson Phonics Program – during school day One to One Intervention – during school day
Mathematics	Small Group – during school day Small Group – after school Wilson Phonics Program – during school day One to One Intervention – during school day
Science	Small Group – during school day Small Group – after school Wilson Phonics Program – during school day One to One Intervention – during school day
Social Studies	Small Group – during school day Small Group – after school Wilson Phonics Program – during school day One to One Intervention – during school day
At-risk Services provided by the Guidance Counselor	Small groups – during school day One to One intervention – during school day Classroom presentation, good touch, bad touch – during school day Social skills, coping skills, anger management skills
At-risk Services provided by the School Psychologist	Small group – skill streaming – during school day Individual – coping skill training – during school hours
At-risk Services provided by the Social Worker	One to one – during school day Push-in – classroom Student/behavioral education Parent meetings/Parent Education

At-risk Health-related Services

Small groups - Asthma airway sessions
Vision/Hearing screening – outside agency
Dentist visit – outside agency
Health and Hygiene – inside classrooms

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Corine Rello-Ansemi	District 18	Borough Brooklyn	School Number 268
School Name Emma Lazarus			

B. Language Allocation Policy Team Composition [?](#)

Principal Vangela Kirton	Assistant Principal Sylvia Fairclough-Leslie
Coach Sharon Worrell, Math	Coach Michelle Brown, Literacy
ESL Teacher Jerry Fox	Guidance Counselor Angela Newton
Teacher/Subject Area Ronald Laurent	Parent Marconi Mettelis
Teacher/Subject Area Doris Fins	Parent Coordinator Imogene Thomas
Related Service Provider Joseph Antoine	Other type here
Network Leader Sumita Kaufhold	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	538	Total Number of ELLs	29	ELLs as share of total student population (%)	5.39%
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Part II: ELL Identification Process

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

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

1) The steps followed to identify ELLs are the administration of the Home Language Survey. Upon entrance into the school each parent is given a HLS survey to fill out. The parent/guardian is given direct, succinct information on how to do this. If the parent/guardian is not able, or wishes to fill out the HLS in his/her native language an appropriate document is given to him/her/ If a translator is needed, one is found in the varied population of the school staff. If the HLS is filled out in accordance with the criteria that flags the child as a potential ELL, the LAB- R is given to the child. The person whon administers the LAB-R is a certified ESL teacher with a license to at the elementary and junior high school level. If the child scores below the designated level on the LAB-R the child is designated an ELL. The child is placed in our ESL program, contingent upon the parent appropriately filling out the Parent Survey and Selection Form- either in their home language or English- after hearing about the programs available in the New York City public school system. In our school, data drives instruction. We run our ATS reports, take the data form the NYSESLAT (the individual modalities) note growth or lack of growth, along with running an ATS test history report to obtain ELA and city-wide math tests and compare results over time. The results are analyzed, and instruction is formulated and focused on mitigating a deficiency, and transforming it into a proficiency. The NYSESLAT determines our groupings , our minutes allotted to each child, and allows us to formulate an educational plan for each child.

2)All parents are provided with notices, in English, and in their native language, where available, to a showing of Chancellor Kliein's dvd, explaining the program's offered by the Board of Education, explaining the options opened to their children. The choices of a Transitional Bilingual Program, a Dual Language Program, and Freestanding Program are explained in the dvd in the parents'ive languages, and in English, After the dvd is shown an augmented expalnation is given by the ESL teacher and /or the assistant principal. It is of utmost importance that the parents understand the programs available in the New york City school system and the choices before them. A representative of the school administration, plus the ESL teacher, and a translator when needed, are present to explain and answer any questions that might arise. The dvd is shown in English, plus any appropriate language that might be needed. The notice of the meeting and the showing of the dvd are sent out within days after the Ells have been identified and tested. The notices are sent out in English, and in the appropriated home language. For those parents who did not attend the initial meeting, a second meeting is scheduled with each child whose parent/guardian did not attend is given an additional notice, in his/her home language detailing the importance of the informational meeting. If necessary a third meeting is scheduled. The final meeting is held in mid –October. In the interim,if a parent who has not attended a dvd/ ESL teacher/ass't principal informational choice meeting is spotted bringing his/her child to school. Or picking up his or her child after school, the parent is given ad individual meeting albeit without the dvd, by the ESL teacher, with all program choices explained. The still parent coordiantor is also brought in to help contact the parent

2a) Each child's proficiency level is checked by the ESL teacher and by the supervisory staff, according to his or her NYSESLAT score, or his or her LAB-R score, and the instructional minutes are thus derived. The beginning and intermediate level students are thus instructed 360 minutes per week , and the students at the advanced level are given 180 minute of ESL instruction per week. The schedule is done with much care and thought. Those children at the advanced level are given their ESL instructional time , so that it does not interfere wth 180 minutes of mandated ELA instruction.

2b) Instruction is delivered only by a certified ESL teacher-Mr.Fox- who employs ESL methodology in the instruction of his students, with instruction being standard. based. Students are grouped according to proficiency levels, albeit heterogenous groupings, necessitated by constraints of time, though those that are more advanced within the ELL groups, provide peer to peer learning with the less proficient ELLs. Even though most of the class is conducted in English, a percentage of the time the class time is nuanced with native language , with native language books a mainstay in our ESL classroom.

3) P.S. 268 employs an ESL model. As such English is used as the language of instruction. Content areas are made comprehensible to the ESL students at P.S.268 by explaining and defining, in the most simple terms, the key words essential for the student to be able to comprehend the content area. The words may be labeled and defined in an English comprehensible to the student, thus enabling the student to proceed in the learning process, unimpeded by the lack of understanding of the key words necessary to understand the content area. Where applicable and possible, the word is defined in the student's native language. The same way as words are defined, where applicable and feasible, pictures displaying the key content words' meaning are displayed. In social studies, role playing is a key component, letting the ELLs act out the part of people that come from diverse nationalities. The use of manipulatives or the hands on approach, in mathematics, the subject matter has to be made tangible.

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

4) At P.S.268 we check all that apply 6 7 8 9 10 11 12 in his home language by firstly administering the LAB-R in Spanish, if appropriate and needed. We are thus able to judge the child's literacy in his/her native language. We have a large and talented staff. If a child is new, or is showing signs of stagnating learning, a staff member fluent in the child's home language will be asked to assist in whatever aspect of informal assessment is needed. A meeting with the child's parent will be called for, and an assessment of the child's academic and or social behavior, in his native country, and at present, at his Brooklyn location, will be asked for. We try to ascertain if the social dynamics of the family is mitigating the child's rate of language acquisition, e.g the mother might still be in Africa, and the child might be living with an aunt. We will give the child a book in his native language , where possible, and ask him to read for us. We will ask him to do age appropriate math. If needed ,we will contact the e school psychologist, in order to obtain a professional who could help us assess the child in his native language.

5b) ELLs that are in the U.S. for less the 3 years are not a homogeneous group, For ELLs that are beginning English language learners, the basics of the English language must be taught to them. Immersion in listening and in speaking, the recognition of the alphabet and numbers are a must. The chance to speak the language, to formulate sentences, to think in English must be given to our new ELLs in a safe, ridicule free environment. The ELLs who are here for less than three years that have mastered the listening and speaking skills are given the tools and tasks to master the reading and writing skills. At P.S.268 the reading and writing skills are taught simultaneously. When we learn a new word, or learn to decode a new word, we speak it, then we write it in sentences- for grade 2 and above and sometimes in grade 1. For students in grade 2, and in grade 1, we teach the children to comprehend text. We teach our new ELLS (3 years or less) to go back in a story and identify where the answer can be found, by noting paragraph and sentence, by looking at the title, at the picture, by reading questions first etc. We prepare our ELLs to take the standardized tests by presenting them with multiple practice tests given under standardized testing conditions. The ESL teacher and the homeroom teachers present the students with strategies and skills thus enabling them to master the standardized tests. Subject to funding, ESL students at P.S.268 are offered the same after school and week-end preparatory courses that our non-ELLs are offered Preparation for the standardized tests is a school team function at P.S.268, not a only an ESL function. We are thus continually preparing the children for the standardized tests at P.S.268 It is also important to allow newcomers to express themselves in their native languages. The use of their native language in our classroom enriches us all, and gives self assurance to the newcomers. The singing of Happy Birthday in 3 language is an experience that brings joys and self-esteem to all the participants

5c) For ELLs in their 4th to 6th years we use a very targeted approach, If the students have a deficiency in comprehension, work is assigned- homework- in this targeted area. Conferences with school the Reading coach occur, offering new and different strategies that might benefit the child. If the limiting factor is writing- as indicted by the NYSESLAT and by teacher observations assignments will be given in order that the student may gain proficiency. Keeping contact with the child's parent is of utmost importance. After school programs- tutorials- subject to funding are offered to the 4th to 6th year ELLs. It is stressed that they take

3) If parents do not attend the first meeting, a second or third meeting are scheduled, very soon after the first meeting ,following the same procedures. Again letters are sent out, in English and the home language, notifying the parent about the meeting and its importance. Any sibling or relative who might be in the school, and is known to be friendly with the parent, is asked to help in notifying the parent. The school safety officer, who is situated at the front door , is also asked to help in the identification and contacting of the a

parent. The Parent coordinator is also asked to assist in this process where we find it necessary. If parents still do not respond, at Open School Night and Day, in the beginning of November, parents are met with, and have the program explained to them, and the ESL teacher answers any questions they might have. If parents are not able to be contacted at Open School Night/day, a phone call is made and a letter sent home with the Parent Survey and Selection Form, in English and or the appropriate home language. Efforts are made on a continual basis, trying to contact and make known the choices available to parents' about program options available to them.

6) Parent choices are aligned with the program offered at PS 268.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	24
SIFE	0	ELLs receiving service 4-6 years	4
		Special Education	2
		Long-Term (completed 6 years)	1

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)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	24	0	1	4	0	2	1	0	0	29
Total	24	0	1	4	0	2	1	0	0	29

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3		4		2	1								10
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	2	3	5	1	2	1								14
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1	2									3
TOTAL	6	3	10	2	6	2	0	0	0	0	0	0	0	29

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1) P.S.268 utilizes only the ESL method of instruction in teaching its children to gain proficiency in English.

a) At P.S.268 we employ both the push-in and pull-out methods of instruction.

b) At the kindergarten and first grade levels we employ heterogeneous groupings. From the 2nd to 5th grades we employ homogeneous grouping of students e.g. similar proficiency levels grouped together.

2) Each child's proficiency level is checked by the ESL teacher and by the supervisory staff, according to his or her NYSESLAT score, or his or her LAB-R score, and the instructional minutes are thus derived. The beginning and intermediate level students are thus instructed 360 minutes per week, and the students at the advanced level are given 180 minutes of ESL instruction per week.

2a) Each child's proficiency level is checked by the ESL teacher and by the supervisory staff, according to his or her NYSESLAT score, or his or her LAB-R score, and the instructional minutes are thus derived. The beginning and intermediate level students are thus instructed 360 minutes per week, and the students at the advanced level are given 180 minutes of ESL instruction per week. The schedule is done with much care and thought. Those children at the advanced level are given their ESL instructional time, so that it does not interfere with 180 minutes of mandated ELA instruction.

2b) Instruction is delivered only by a certified ESL teacher-Mr.Fox- who employs ESL methodology in the instruction of his students, with instruction being standard. based. Students are grouped according to proficiency levels, albeit heterogeneous groupings, necessitated by constraints of time, though those that are more advanced within the ELL groups, provide peer to peer learning with the less proficient ELLs. Even though most of the class is conducted in English, a percentage of the time the class time is nuanced with native language, with native language books a mainstay in our ESL classroom.

Instruction is delivered only by a certified ESL teacher-Mr.Fox- who employs ESL methodology in the instruction of his students.

3) P.S. 268 employs an ESL model. As such English is used as the language of instruction. Content areas are made comprehensible to the ESL students at P.S.268 by explaining and defining, in the most simple terms, the key words essential for the student to be able to comprehend the content area. The words may be labeled and defined in an English comprehensible to the student, thus enabling the student to proceed in the learning process, unimpeded by the lack of understanding of the key words necessary to understand the content area. Where applicable and possible, the word is defined in the student's native language. The same way as words are defined, where applicable and feasible, pictures displaying the key content words' meaning are displayed. In social studies, role playing is a key component, letting the ELLs act out the part of people that come from diverse nationalities. The use of manipulatives or the hands on

A. Programming and Scheduling Information

approach, in math, enhances the ELLs understanding of the subject matter. It helps to make the processes become tangible.

4) At P.S.268 we make sure the child is properly evaluated in his home language by firstly administering the LAB-R in Spanish, if appropriate and needed. We are thus able to judge the child's literacy in his/her native language. We have a large and talented staff. If a child is new, or is showing signs of stagnating learning, a staff member fluent in the child's home language will be asked to assist in whatever aspect of informal assessment is needed. A meeting with the child's parent will be called for, and an assessment of the child's academic and or social behavior, in his native country, and at present, at his Brooklyn location, will be asked for. We try to ascertain if the social dynamics of the family is mitigating the child's rate of language acquisition, e.g the mother might still be in Africa, and the child might be living with an aunt. We will give the child a book in his native language, where possible, and ask him to read for us. We will ask him to do age appropriate math. If needed, we will contact the e school psychologist, in order to obtain a professional who could help us assess the child in his native language.

5b) ELLs that are in the U.S. for less the 3 years are not a homogeneous group, For ELLs that are beginning English language learners, the basics of the English language must be taught to them. Immersion in listening and in speaking, the recognition of the alphabet and numbers are a must. The chance to speak the language, to formulate sentences, to think in English must be given to our new ELLs in a safe, ridicule free environment. The ELLs who are here for less than three years that have mastered the listening and speaking skills are given the tools and tasks to master the reading and writing skills. At P.S.268 the reading and writing skills are taught simultaneously. When we learn a new word, or learn to decode a new word, we speak it, then we write it in sentences- for grade 2 and above and sometimes in grade 1. For students in grade 2, and in grade 1, we teach the children to comprehend text. We teach our new ELLS (3 years or less) to go back in a story and identify where the answer can be found, by noting paragraph and sentence, by looking at the title, at the picture, by reading questions first etc. We prepare our ELLs to take the standardized tests by presenting them with multiple practice tests given under standardized testing conditions. The ESL teacher and the homeroom teachers present the students with strategies and skills thus enabling them to master the standardized tests. Subject to funding, ESL students at P.S.268 are offered the same after school and week-end preparatory courses that our non-ELLs are offered. Preparation for the standardized tests is a school team function at P.S.268, not a only an ESL function. We are thus continually preparing the children for the standardized tests at P.S.268

It is also important to allow newcomers to express themselves in their native languages. The use of their native language in our classroom enriches us all, and gives self assurance to the newcomers. The singing of Happy Birthday in 3 language is an experience that brings joys and self-esteem to all the participants

5c) For ELLs in their 4th to 6th years we use a very targeted approach, If the students have a deficiency in comprehension, work is assigned- homework- in this targeted area. Conferences with school the Reading coach occur, offering new and different strategies that might benefit the child. If the limiting factor is writing- as indicted by the NYSESLAT and by teacher observations assignments will be given in order that the student may gain proficiency. Keeping contact with the child's parent is of utmost importance. After school programs- tutorials- subject to funding are offered to the 4th to 6th year ELLs. It is stressed that they take advantage of these resources. Assessing, targeting, and motivating are the areas needed to be stressed in order to move 4th to 6th year ELLs.

5d) There are no ELLs in P.S.268 who have completed 6 years of ELL service but if there were, we would target, target the instruction. The focus would be to target and fix those weakened areas. Extended day, week-end programs, school guidance. Assessing, targeting, and motivating are the areas needed to be stressed in order to 6th year ELLs. At P.S.268 we make sure the child is properly evaluated in his home language by firstly administering the LAB-R in Spanish, if appropriate and needed. We have a large and talented staff. If a child is new, or is showing signs of stagnating learning, a staff member fluent in the child's home language will be asked to assist in whatever aspect of informal assessment is needed. A meeting with the child's parent will be called for, and an assessment of the child's academic and or social behavior, in his native country, and at present, at his Brooklyn location, will be asked for. We try to ascertain if the social dynamics of the family is mitigating the child's rate of language acquisition, e.g the mother might still be in Africa, and the child might be living with an aunt. We will give the child a book in his native language, where possible, and ask him to read for us. We will ask him to do age appropriate math. If needed, we will contact the e school psychologist, in order to obtain a professional who could help us assess the child in his native language.

There are no ELLs in P.S.268 who have completed 6 years of ELL service.

6) There are no ELL-SWDs at P.S.268.

A. Programming and Scheduling Information

7) There are no ELL-SWDs at P.S. 268

Native Language Usage and Supports

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

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

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

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

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

12) ELLs program will be discontinued.

12) ELLs are given equal access to all programs. Letters are translated into the native languages, along with letters in English, describing the

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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12) ELLs program will be discontinued.

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

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

Kindergarten: Hand-held alphabet charts, manipulatives (letters, numbers) puzzles (letters, numbers) ELL cd with school generated alphabet recognition charts, letter sounds, numbers, days of the week, months, and Dolch words, Starfall (Computer based) Mighty Books (Computer based) Big Books, Crayola on line

Grade 1

Harcourt- Brace Phonics workbook ELL cd with school generated alphabet recognition charts, letter sounds, numbers, days of the week, months, and Dolch words, Leap Frog, Starfall (Computer based), Mighty Books (Computer based) Carousel Readers – Dominic Press and writing component

Sunshine Fiction – The Wright Group and writing component

Two Voices A Read Along Series- Optons Publishing

Letter/Sound Chart, Storytown - Harcourt Brace

Big Book of Rhymes and Poems- Harcourt Brace

Grade 2/3

Harcourt- Brace Phonics workbook, ELL cd with school generated booklet with Dolch words, letter sounds, numbers, and multiplication

B. Programming and Scheduling Information--Continued

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

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

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

12) ELLs program will be discontinued.

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

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

Kindergarten: Hand-held alphabet charts, manipulatives (letters, numbers) puzzles (letters, numbers) ELL cd with school generated alphabet recognition charts, letter sounds, numbers, days of the week, months, and Dolch words, Starfall (Computer based) Mighty Books (Computer based) Big Books, Crayola on line

Grade 1

Harcourt- Brace Phonics workbook ELL cd with school generated alphabet recognition charts, letter sounds, numbers, days of the week, months, and Dolch words, Leap Frog, Starfall (Computer based), Mighty Books (Computer based) Carousel Readers – Dominic Press and writing component

Sunshine Fiction – The Wright Group and writing component

Two Voices A Read Along Series- Optons Publishing

Letter/Sound Chart, Storytown - Harcourt Brace

Big Book of Rhymes and Poems- Harcourt Brace

Grade 2/3

Harcourt- Brace Phonics workbook, ELL cd with school generated booklet with Dolch words, letter sounds, numbers, and multiplication facts. Continental Press reading comprehension workbooks.

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

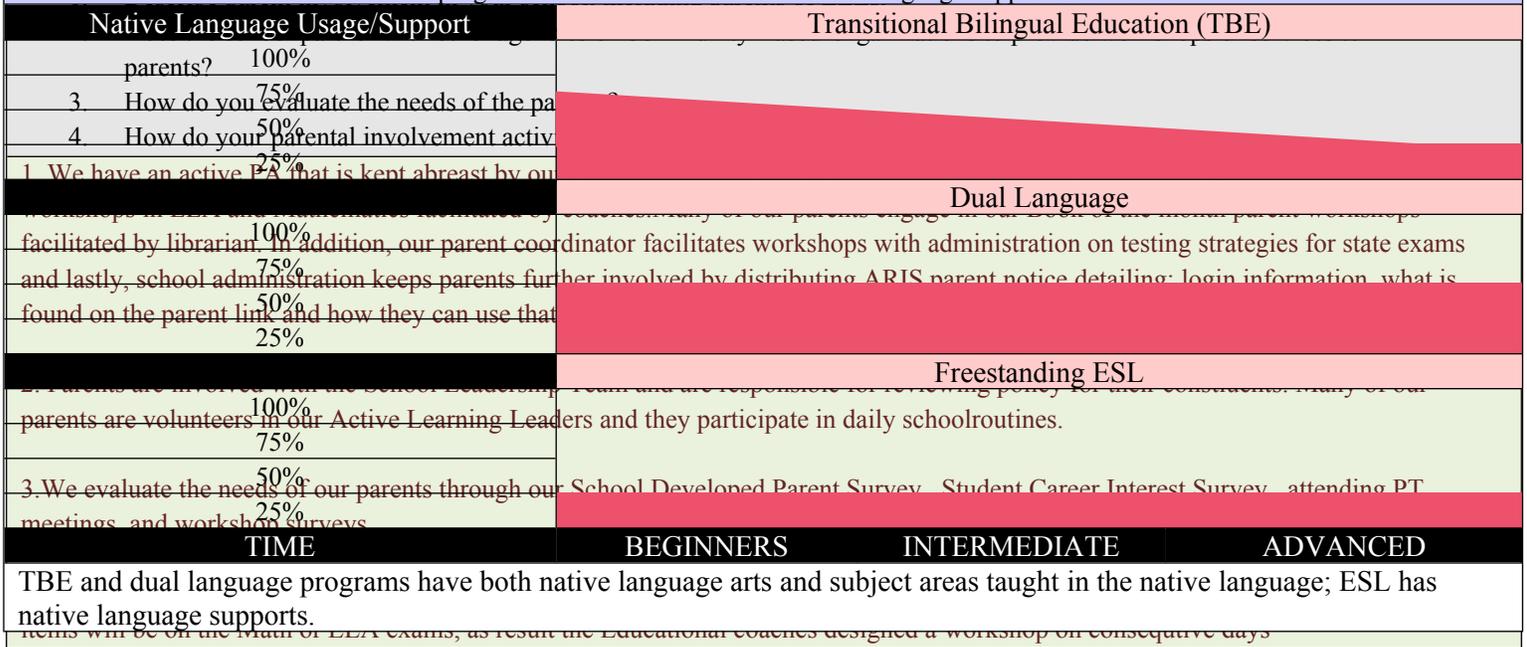
	Beginning	Intermediate	Advanced
C. Schools with Dual Language Programs			
1.	How much time (%) is the target language used for EPs and ELLs in each grade?		
2.	How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?		
3.	How is language separated for instruction (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)?		
Not Applicable			

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

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.		
Paste response to questions 1-3 here			

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

8.	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.
9.	Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10.	What new programs or improvements will be considered for the upcoming school year?
11.	What programs/services for ELLs will be discontinued and why?
12.	How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

B. Programming and Scheduling Information--Continued

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

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Letter/Sound Chart, Storytown - Harcourt Brace

Big Book of Rhymes and Poems- Harcourt Brace

Grade 2/3

Harcourt- Brace Phonics workbook, ELL cd with school generated booklet with Dolch words, letter sounds, numbers, and multiplication

B. Programming and Scheduling Information--Continued

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Additional Information

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

Paste additional information here

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?
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4. What Dual Language model is used (side-by-side, self-contained, other)?
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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. We have an active PA that is kept abreast by our Parent coordinator and PA President. Parents are involved in hands on parent and child workshops in ELA and Mathematics facilitated by coaches. Many of our parents engage in our Book of the month parent workshops facilitated by librarian. In addition, our parent coordinator facilitates workshops with administration on testing strategies for state exams and lastly, school administration keeps parents further involved by distributing ARIS parent notice detailing; login information, what is found on the parent link and how they can use that information to monitor child's academic performance throughout the year.

2. Parents are involved with the School Leadership Team and are responsible for reviewing policy for their constituents. Many of our parents are volunteers in our Active Learning Leaders and they participate in daily school routines.

3. We evaluate the needs of our parents through our School Developed Parent Survey, Student Career Interest Survey, attending PT meetings, and workshop surveys.

4. The activities we have are based on the above aggregated data. For example, many of our 3,4, 5th grade parents have worry about what items will be on the Math or ELA exams, as result the Educational coaches designed a workshop on consecutive days

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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)	6	2	5	1	2									16
Intermediate(I)		1	1		1									3
Advanced (A)			4	1	3	5								13
Total	6	3	10	2	6	5	0	0	0	0	0	0	0	32

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A		1	1		1								
	P			2	1	3	2							

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
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				
Integrated Algebra				
Geometry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1)At PS 268 we use ECLAS-2, Storytown, Fountas and Pinnell, informal observations and LAB-R and NYSESLAT results, to assess the early literary skills of our ELLs. The insights provided are that we get an assessment of where the ELLs are at. We are blind without the assessments. Literacy observation is a dynamic process, not static and plans are altered as the child gains proficiency. What we gain from our assessment tools, is where we should target our instruction. Where the weakness is, is where we focus our energy and teaching skills.

2)Data patterns across time and grade is explicit. In the early years, speaking and listening skills, need to be nurtured and developed. By the 3rd, 4th and 5th grades, teaching is mainly devoted to enhancing the reading and writing modalities. In the early grades, children are mainly

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P.S. 268

School DBN: 18K268

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vangela Kirton	Principal		
Sylvia Fairclough-Leslie	Assistant Principal		
Imogene Thomas	Parent Coordinator		
Jerome Fox	ESL Teacher		
Marconi Metellis	Parent		
Ronald Laurent	Teacher/Subject Area		
Pamela Ledbetter	Teacher/Subject Area		
Sharon Worrell, Math	Coach		
Michelle Brown, Literacy	Coach		
Angela Newton	Guidance Counselor		
Sumita Kaufhold	Network Leader		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:**

Cluster: _____ **Network:**

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.

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.

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.

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.

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>.