



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : CAMBRIDGE SCHOOL P.S. 68 QUEENS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q068

PRINCIPAL: ANNE MARIE SNADECKY-SCALFARO EMAIL: ASNADEC@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELENE CHAN

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
Anne-Marie Scalfaro	*Principal or Designee	
Karen Gleason	Assistant Principal	
Frank Boyle	*UFT Chapter Leader or Designee	
Gloria Harris	*PA/PTA President or Designated Co-President	
Diane Cocorikis	DC 37 Representative, if applicable	
Kerri Torres	Member/Teacher	
Melody Ramos	Member/Parent/Treasurer	
Marysol Velez	Member/Parent/Secretary	
Christine Rodriguez	Member/Parent	
Lisa Lopez	Member/Parent	
	Member/	
	Member/	

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

By June 2012 100% of classroom teachers will develop and engage students in a performance task in ELA so that 75% of the students will score a level 2 or higher, measured by a teacher-made rubric based on the common core standards.

Comprehensive needs assessment

As we analyzed the results of our Progress Report we noticed that our median ELA score for all students is at 2.9. In addition, our Annual School Report Card shows we did not make our AYP overall due to our SWD sub group in ELA. The ELA state test results show 52.4% of grades 3, 4 & 5 students scored levels 3 & 4.

Instructional strategies/activities

- Four faculty members including the principal and assistant principal will attend a summer workshop on performance tasks and rubrics.
- Professional development by network will be provided for teachers on performance tasks and rubrics.
- Professional Development by school leaders will provide additional support for teachers as they create tasks & rubrics that are aligned to the CCLS.
- Teachers will meet at common preps and grade meetings to develop and revise tasks and rubrics.
- Inquiry teams will look closely at student work to distinguish what is needed to meet common core standards as well as look at resulting student work to make future instructional adjustments.
- During early winter, initial tasks will be administered, graded and analyzed, final tasks will be conducted in winter and administration will collect and review outcomes.
- Curriculum maps will be revised to include tasks & rubrics.

Strategies to increase parental involvement

Workshops on tasks/rubrics will be provided.

ESL classes will be provided to help parents with English skills.

Homework help for parents will be provided and workshops will be given by Sylvan Learning Center.

Goal letters are given out monthly that are specific to task.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers are highly qualified.

Service and program coordination

In order to provide at-risk students with additional instruction and student support programs, we will implement teacher planning in accordance with Curriculum Mapping, Core Team meetings, and SES programs' coordination.

Budget and resources alignment

Principal	(Fair Student Funding)
Assistant Principal	(Fair Student Funding, SWP, Children First, Tax Levy)
Teachers	(Fair Student, Child 1 st , Title 1, Tax Levy)
Reading Teachers	(Early Grade Federal, Title 1 Schoolwide)
ESL specialists	(Fair Student Funding, Tax Levy)
Data Specialist	(Tax Levy, ARRA)
Core Team	(ARRA)
Curr. Mapping Study Group	(FSF)
Annual School Report Funds	

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

By June 2012 100% of classroom teachers will develop and engage students in a performance task in math so that 75% of students will score a level 2 and higher, measured by teacher created rubric based on the common core standards.

Comprehensive needs assessment

As we analyzed the results of our Progress Report, we noticed that our median math score for all students is at 3.13. In addition, our Annual School Report Card shows we did not make our AYP overall due to our SWD sub group in ELA. The ELA state test results show 60.1 % of grades 3, 4 & 5 students scored levels 3 & 4.

Instructional strategies/activities

- Four faculty members including the principal and assistant principal will attend a summer workshop on performance tasks and rubrics.
- Envision Math specialists will provide professional development in developing tasks and rubrics.
- Professional Development by school leaders will be provided for additional support for teachers as they create tasks & rubrics that are aligned to the CCLS.
- Teachers will meet at common preps and grade meetings to develop and revise tasks and rubrics.
- Math Specialist will attend 6 professional development sessions provided by our network on performance tasks and rubrics.
- Congruence time will be scheduled for math specialists and teachers.
- During early winter, initial tasks will be administered, graded and analyzed, final tasks will be conducted in winter and administration will collect and review outcome.
- Curriculum maps will be revised to include tasks & rubrics.
- Inquiry teams will look closely at student work to distinguish what is needed to meet common core standards as well as look at resulting student work to make future instructional adjustments.

Strategies to increase parental involvement

Workshops on tasks/rubrics will be provided.

ESL classes will be provided to help parents with English skills.

Homework help for parents will be provided and workshops will be given by Sylvan Learning Center.

Goal letters are given out monthly that are specific to task.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers are highly qualified.

Service and program coordination

In order to provide at-risk-students with additional instruction and student support programs we will implement teacher planning in accordance with curriculum mapping, core team meetings, and SES programs' coordination.

Budget and resources alignment

Principal (Fair Student Funding)

Assistant Principal (Fair Student Funding, SWP, Children First, Tax Levy)

Teachers (Fair Student, Child 1st, Title 1, Tax Levy)

Math Specialists (Fair Student Funding, Child 1st, Title 1, Tax Levy)

Data Specialist (Tax Levy)

Parent Coordinator (Tax Levy)

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

To build a culture of learning and improve teacher questioning by developing a shared understanding of instructional excellence based on a researched-based rubric by June 2012.

Comprehensive needs assessment

After reviewing teacher surveys we found there was a need for professional development on conferencing, small group work, differentiated instruction, and technology.

After reviewing teacher professional goals we concluded there was need to improve rigor of teacher expectations.

State ELA and Math results showed a need for improvement in student achievement, especially for our special education students who did not meet AYP for the past two years in ELA and last year in Math.

Instructional strategies/activities

- Principal and Assistant Principals will provide staff development along with meaningful and effective feedback in order to familiarize teachers with instructional excellence based on a research rubric.
- During staff development sessions a rubric used for assessing instructional excellence will be distributed to teachers and selected components will be explained, videos demonstrating instructional excellence will be viewed, and best practices will be shared.
- School leaders will set up and follow a schedule for teacher observation and feedback.
- Principal and Assistant Principals will meet monthly to participate in learning activities such as viewing videos or visiting classrooms for the purpose of norming what good practice looks like based on selected components of a research rubric.
- Teachers will be provided meaningful feedback during a meeting with the Principal and/or Assistant Principals within 48 hours of their observations. During this time the rubric will be reviewed and suggestions for reaching the next level on the rubric will be discussed.

Strategies to increase parental involvement

At leadership meeting the research-based rubric was shared and reviewed.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers are highly qualified.

Service and program coordination

In order to provide at-risk students with additional instruction and student support programs, we implement teacher planning in accordance with curriculum mapping, core team meetings, and SES programs coordination. In addition, network will provide professional development to support teacher effectiveness.

Budget and resources alignment

Principal (Fair Student Funding)
Assistant Principal (Fair Student Funding, SWP, Children First, Tax Levy)
Teachers (Fair Student, Child 1st, Title 1, Tax Levy)
Parent Coordinator (Tax Levy)

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

- To improve student attendance in order to reach the NYC average of 95% by June 2012.

Comprehensive needs assessment

- Currently, our attendance is at 93% which is below the NYC average.
- After an extensive review of attendance, we noticed that during the winter months there is an increase in absences schoolwide. In addition, we noticed that lower grade students' attendance was in need of more improvement than that of upper grade students.

Instructional strategies/activities

- Be Here Be A Winner is an attendance program in which that students are called randomly from classes and if they are present, they receive a ribbon and pencil. They also sign a poster that is displayed in the main hallway at the end of the month.
- Monthly Movie/Pizza Party for the class with highest attendance by grade.
- K-12 Alert phone system calls home when a student is absent.
- Celebrate kids with 100% attendance on the hundredth day of school and end of the year.
- Monthly attendance meetings to review data.
- Continue meetings with teachers to review attendance patterns.
- Attendance teacher/officer conducts home visits for chronic absences.

We will implement:

- At PTA meetings students will receive attendance awards.
- New incentive of monthly activities/parties for 95% schoolwide attendance. A bar graph will be displayed in the main hallway to show progress.
- Daily phone calls by school aides.
- We will work closely with network leaders to improve attendance.
- To provide incentives for families we will seek partnerships with outside vendors.
- Rewrite attendance policy/procedures for students.
- Revise attendance plan.

Strategies to increase parental involvement

Created a parent room with resources for parents such as computers, information on common core standards, health care, homework aids, state test prep materials.

Appointed a class parent for each class based on a volunteer basis.

ESL classes for parents.

Attendance policy was shared with parents.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers are highly qualified

Service and program coordination

In order to provide at-risk student support programs we implement in house coupon for snack shop, pizza party, and ribbons and pencils are given out to promote attendance.

Budget and resources alignment

Principal (Fair Student Funding)

Assistant Principal (Fair Student Funding, SWP, Children First, Tax Levy)

Teachers (Fair Student, Child 1st, Title 1, Tax Levy)

Guidance Counselor (Title1 SWP, IDEA Mandated, Tax Levy)

Parent Coordinator (Tax Levy)

ANNUAL GOAL #5 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 #5

By June 2012 5% of our 3, 4, and 5th grade students with disabilities will increase two reading levels, measured by Columbia Teacher's College running records.

Comprehensive needs assessment

Currently our students with disabilities have not reached AYP in ELA for the past two years.

Instructional strategies/activities

- We have purchased the LLI (Leveled Literacy Intervention) program and will be implementing it across 3rd, 4th, and 5th grades for students with disabilities.
- We will host professional development sessions at our school by LLI specialists.
- We will send one special education teacher to attend five sessions by our network on RTI (response to intervention).
- Teachers will receive professional development according to the results of snapshots based on a research rubric.
- Administration will meet with ICT and Self -Contained special education teachers monthly to monitor progress, identify areas of need, and work steps.
- 13 students with disabilities attend afterschool.

Strategies to increase parental involvement

Parent meeting for parents of students with IEPs.

Notify parents of citywide meetings for students with disabilities.

Goal letters are sent home monthly to notify parents on strategies to improve reading schools.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers are highly qualified

Service and program coordination

In order to provide students with disabilities with additional instruction and student support programs we have supplemented our program with LLI(Leveled Literacy Initiative, Wilson, and SES programs coordination.

Budget and resources alignment

Principal (Fair Student Funding)
Assistant Principal (Fair Student Funding, SWP, Children First, Tax Levy)
Teachers (Fair Student, Child 1st, Title 1, Tax Levy)
Guidance Counselor (Title1 SWP, IDEA Mandated, Tax Levy)
Parent Coordinator (Tax Levy)

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	0	0	N/A	N/A	2	0	0	0
1	4	0	N/A	N/A	4	1	0	0
2	4	0	N/A	N/A	0	0	0	2
3	28	6	N/A	N/A	5	1	0	2
4	37	20	0		7	0	0	0
5	45	14	0		10	0	0	0
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	<ul style="list-style-type: none"> • Reading teacher push into grades 3-5 once a week to work with at risk students to build reading fluency and comprehension. • IEP teacher pulls out and pushes in to work with our first through fifth grade students once a week to improve reading comprehension and fluency. • Wilson is provided for at risk 3-5 grade special education students three times a week by teacher.
Mathematics	<ul style="list-style-type: none"> • Two math specialists work with 3-5 grade students to ensure that all at risk students receive small group instruction at least once a week to reinforce math concepts. • Quick Start Math Options is used to work on skills in which that individual students need further support. • During additional math period in grades 2-5 provided by math specialists includes use small group and individual instruction to reinforce math concepts.
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	Students in grades K-5 individual and small group, during the day weekly.

At-risk Services provided by the School Psychologist	One student in fifth grade will be seen by the social worker individually weekly.
At-risk Services provided by the Social Worker	
At-risk Health-related Services	School nurse provide classes for students with asthma educating them about their condition and how to us their pumps correctly.

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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

JAN 20, 2012

School DBN: 24Q068 **School Name:** Cambridge School P.S. 68

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

According to our Annual School Report Card we did not make our AYP for Students with Disabilities in ELA. Although we had 100% test participation rate in this subgroup, our performance index was only 72. In order to meet our AYP this indicator needed to be at 111. According NYSTART 89 students with disabilities were tested in grades 3-5 and 10% of these students scored a level 3 or higher.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

In order to make appropriate gains with this sub-group we have identified two teachers in our building to do a pull-out program using LLI (Leveled Literacy Intervention). This program is designed to focus on small groups as a supplemental intervention system to achieve grade level competency. The two teachers will work with a group of 3 to 4 students at a time consistently for 4 days in 14 week cycle. They have been scheduled for two periods a day. This will allow for at least sixteen Special Education students to receive this instruction with the goal of improving two or more reading levels based on Fountas and Pinnell. At approximately midway point of the 14 weeks the two LLI teachers will meet with the classroom teachers to discuss the work that has been going on and next steps for their children. In addition, 3 full days of Professional Development will be provided by a LLI Specialist.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

We will send one special education teacher to attend five sessions by our network on RTI (response to intervention) and then this teacher will then turnkey this information to other teachers during common preps and grade meetings. Teachers will also receive professional development on an as need basis according to the results of snapshots based on a research based rubric. In addition, administration will meet with ICT and Self-Contained special education teachers monthly to

monitor progress, identify areas of need, and next steps. In addition, our Network Special Education Specialist will provide two full days of Professional Development for 10 of our Special Education Teachers.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

This school year we have implemented frequent cycles of classroom observations based on a research rubric to provide immediate feedback to the staff in order to improve teacher effectiveness. We have asked teachers to visit their colleagues' classrooms to gain ideas and strategies on specific topics for improvement. We have scheduled a staff development day once a month for grades 3-5 providing each grade a double period for planning, looking at student work, and sharing best practices. In addition, our special education school administrator along with our Network Special education specialist visited all special education classrooms to provide specific feedback to individual teachers.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. A letter will be sent home notifying parents regarding the school's status that the title I school has been identified as a School in Need of Improvement in the sub group of SWD in ELA. This letter will be translated as needed. The parent coordinator will share this information with students during the next Parents Association Meeting.

**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 Diane Foley	District 24	Borough Queens	School Number 068
School Name P.S. 68 The Cambridge School			

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

Principal Anne-Marie Scalfaro	Assistant Principal Karen Gleason
Coach N/A	Coach N/A
ESL Teacher Eliza Chiriac	Guidance Counselor Carolyn McNulty
Teacher/Subject Area Pamela Hotis/Math	Parent Gloria Harris
Teacher/Subject Area Susan Ibelli/Science	Parent Coordinator Barbara Malave
Related Service Provider Channie Willingham	Other type here
Network Leader Diane Foley	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	6	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	4		

D. School Demographics

Total number of students in school	759	Total Number of ELLs	176	ELLs as share of total student population (%)	23.19%
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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. 

Every student who enrolls in our school is given a Home Language Survey. A licensed ESL teacher meets with the student/parents and interviews them about the information on the HLS. If it is determined that the home language of the student is something other than English, the licensed ESL teacher administers the LAB-R. The LAB-R is administered within ten days of enrollment. The Spanish LAB is administered if they fail the LAB-R. The students are placed in classes according to proficiency level. If the child does not pass the LAB-R, they are placed in a Freestanding ESL class until the parent attends the orientation and decides if that placement is sufficient for their child.

Orientation meetings are scheduled several times a year for the parents of our new ELL students. At these orientations, a video is shown explaining the various instructional programs offered to ELL students. Brochures are distributed in various appropriate native languages. The staff and coordinator, who are all certified ESL teachers, are introduced. Parents are encouraged to ask questions. There is an open forum for questions and concerns. The parent coordinator works with the staff in order to field any questions that the parents may have. In addition, at these meetings, parents are given information that pertains to their child. ESL coordinators reach out to parents during this orientation meeting to explain the reason their child/children are eligible for ESL instruction, why they are continuing in an ESL program or why they no longer require the services of the ESL department. Program selection letters as well as all letters are distributed at the orientation (if the parent is present) or through teacher communication. All letters are returned to the school and are copied and kept on file in the ESL office. Parents are made aware of the fact that we traditionally host English as a Second language and are made aware of bilingual and dual language programs in the district.

After reviewing the Parent Survey and Program Selection Forms for the past two years, we have noticed that parents consistently select the ESL model of instruction. The parents have overwhelmingly expressed their preference for English-based instruction as opposed to Bilingual or Dual language instruction. 99.9% of the parents in our school have selected the ESL model.

We inform parents that we have six certified ESL teachers on staff to service the ELL students. During orientation meetings, which are scheduled at least twice per school year, we review the instructional choices offered by the New York City Department of Education and their right to select a program.

The ESL program at our school is aligned with what the parents have been requesting. We will continue to offer the ESL model as long as it is requested by our parents. Our two certified teachers push-in to classrooms to support instruction using ESL methods and strategies to provide meaningful instruction. In addition, we have four certified teachers that teach a self-contained ESL class.

For those parents who wish a different program for their child our parent coordinator and ELL specialist must provide information on other schools in the area that can meet their child's educational needs. We make the parents aware that they can opt out of a Bilingual Program; however, they must pick one of the programs offered by New York City. If the parents do not indicate a preference, a program will be chosen for their child. The child must stay in the selected program for one year before selecting another program.

In order to place students in appropriate programs, the ESL department communicates with the parents with regards to their choice. Most parents select the ESL program after its description is explained. All communication with parents is done in their native language through translation if necessary.

Parent Orientations are held within ten days of a student's enrollment. These orientations describe in depth the program that is offered at P.S. 68. In addition, additional programs such as Dual Language and Transitional Bilingual, are explained and parents are informed of schools in the district that offer these programs. The dates held for orientation include: October 4, 2011, October 14, 2011 and November 22, 2011 to date. Students identified as ELLs are given entitlement letter and the home language parent survey. Parent Surveys and program selection forms are distributed at the parent orientations. Parent surveys and program selection forms are collected and kept in ESL binders. Program selection forms are photocopied; the original is attached to the HLS and placed in the student record folder. The photocopy is kept in the ESL binder.

The LAB-R score determines language proficiency. Students are identified as beginner, intermediate and advanced. Placement letters are given to entitled students and continuation letters are distributed to ELLs according to current NYSELAT scores.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	31	38	31	18	28	30								149
Push-In														0
Total	31	38	31	18	28	30	0	0	0	0	0	0	0	149

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	176	Newcomers (ELLs receiving service 0-3 years)	139
SIFE	2	ELLs receiving service 4-6	37
		Special Education	37
		Long-Term	0

Number of ELLs by Subgroups

		years		(completed 6 years)
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Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	139	2	21	37		16				176
Total	139	2	21	37	0	16	0	0	0	176

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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: ___
Native American: ___	White (Non-Hispanic/Latino): ___
	Hispanic/Latino: ___
	Other: ___

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	29	28	30	17	25	25								154
Chinese	1	1												2
Russian														0
Bengali														0
Urdu														0
Arabic		2			1	1								4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1	2				1								4
Albanian		1												1
Other		4	1	1	2	3								11

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
TOTAL	31	38	31	18	28	30	0	176						

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 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. What instructional materials are used to support the learning of ELLs (include content area as well as language materials)?

The instructional materials used to support the ELL student in the classroom include visual aids such as charts with pictures, manipulative materials and realia. We encourage a print-rich environment by labeling centers and objects in the room. We introduce word walls by using student names. We have leveled libraries to suit the interest and level of all the children. Books have a high level of picture support. Big books are based on everyday life experiences such as the laundromat, shopping and the supermarket. In the lower grades, we use Foundations to support language skills. We celebrate children's accomplishments by hanging up their work. In addition, we encourage the use of computers, videos and recordings.

Our science teachers provide hands-on learning. In Social Studies children use maps and various charts. During math our students use many manipulative materials such as, rulers, geoboards, graphs, scales, counters, etc. to help them complete lessons. In addition, we recently purchased the Santiana bilingual/read aloud library.

2. Describe the professional development plan for all personnel of ELLs at the school. (Please include all teachers.)

VIII. Program Model Description

A. Programming and Scheduling Information

The instructional model presently used at P.S. 68Q follows the English-As-A-Second-Language (ESL) model. We have two certified ESL teachers that “push-in” to service our English Language Learners (ELLs). Beginner and intermediate students receive 100 minutes of daily instruction and our advanced ELLs receive 50 minutes of daily instruction. In addition, we have four certified ESL teachers that teach self-contained ESL classes.

Instruction follows the research supported workshop model for reading, writing and mathematics where students receive explicit instruction and then given time to practice. We schedule more than two hours for balanced literacy including Shared Reading, Guided Reading, Independent Reading and Partner Reading. Read Alouds are also scheduled. There is a fifty minute writing block. During both literacy and mathematics blocks there is whole-class instruction as well as small group and one-on-one instruction.

Native language support is provided by literature in native language, partnerships, triads, and Spanish dictionaries. ESL teachers provide language support through language objectives for each lesson, visuals, manipulatives, Total Physical Response and repetition. Our teachers include: Foundations, Focus Books, Leveled Texts. The strategies taught include: repetition, choral reading, role play, visuals, sentence pattern activities, and word matching.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

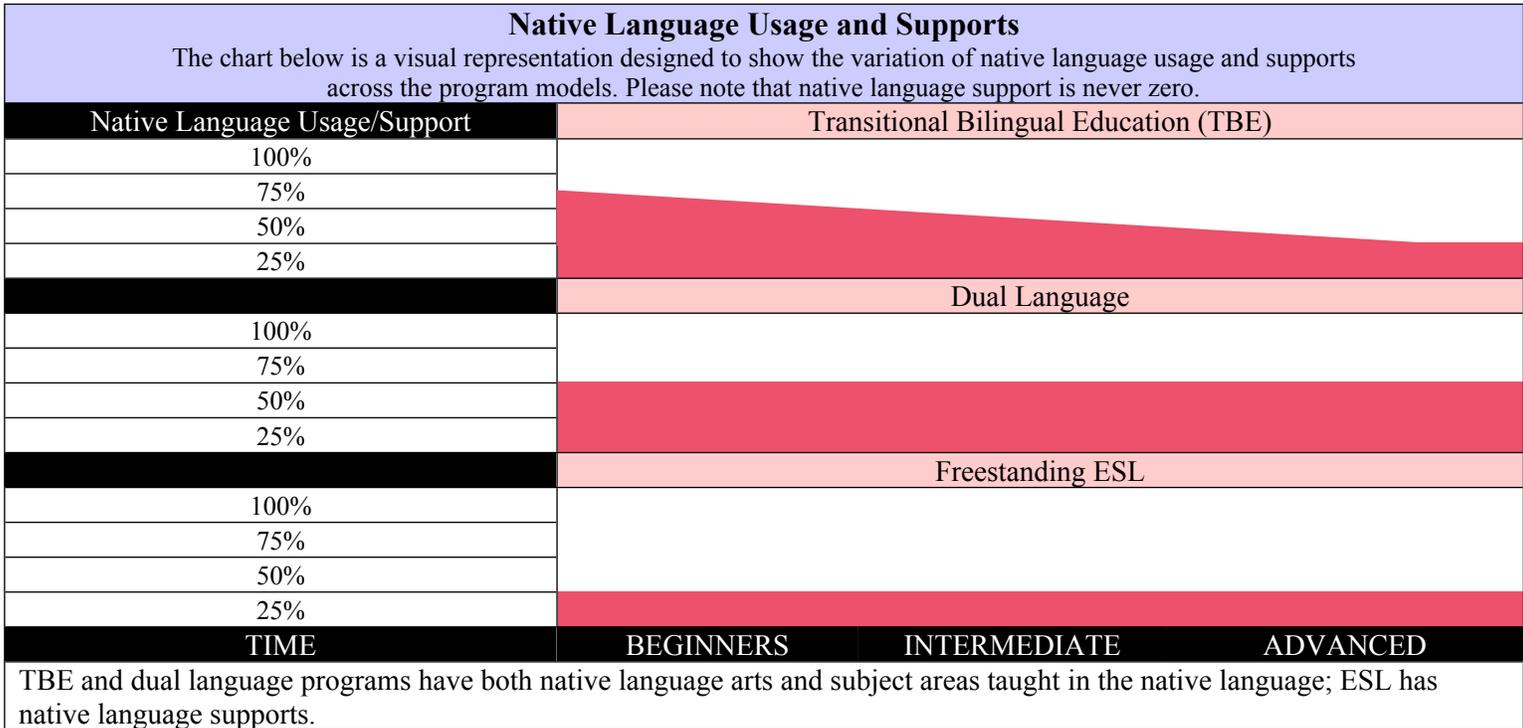
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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**
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?
1. Describe your plan for SIFE students
At the present time we have two SIFE children. For the parents, we have them meet with the parent coordinator to inform them of various community services that are at their disposal. For example, Greater Ridgewood Youth Council, YMCA, Child Health Plus, and various cultural organizations within the community. For the child we provide him/her with a buddy to translate if necessary. This would also help him/her acclimate into the school setting. He/she will also be placed in the appropriate ESL setting. The child is also offered additional support services such as, AIS, small group instruction, individual instruction, ESL push-in services as well as extended day services. All of this is to acclimate the student in their social and academic environment.

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?

1. Describe your plan for SIFE students

At the present time we have two SIFE children. For the parents, we have them meet with the parent coordinator to inform them of various community services that are at their disposal. For example, Greater Ridgewood Youth Council, YMCA, Child Health Plus, and various cultural organizations within the community. For the child we provide him/her with a buddy to translate if necessary. This would also help him/her acclimate into the school setting. He/she will also be placed in the appropriate ESL setting. The child is also offered additional support services such as, AIS, small group instruction, individual instruction, ESL push-in services as well as extended day services. All of this is to acclimate the student in their social and academic environment.

2. Plan for Newcomers

Describe your plan for ELLs in US schools less than three years (newcomers).

Our new ELL students are placed in the age appropriate grade and then assigned to instructional groups based on their level of proficiency. Certified ESL teachers provide instructional services which are tailored to meet the needs of each child. Our students are provided with a peer buddy who speaks their language to help them adapt to their new environment and who may act as a translator during the school day. In addition, our students receive AIS services and continued enrichment during our extended day tutorial.

Parents of new ELL students are welcomed into the school by our staff and our parent coordinator. The parent coordinator gives the new parents a tour of the school and gives the parents her telephone number and encourages them to call her. To the best of our ability, a translator is provided if necessary. If a translator is not present on staff, we utilize the translation services provided by the regional office.

The parents of ELL students are also invited to parent orientations which are scheduled throughout the year. At these orientations, parents are given information about the various services provided to their children. An open discussion is encouraged. In addition, parent-workshops are also given in order to bridge the gap between home and school.

3. Plan for long-term ELLs

Children who are here for three or more years are given extra AIS help during the day and are invited to our before or after-school program. These students also receive additional help during our 37.5 minute tutorial period. In addition, if funds are available, we offer a before school and after school tutorial program for ESL students.

4. Plan for Alternate Placement in Special Education

Currently we have nine self-contained special education classes which include ESL students. We do not have Bilingual Special Education Instruction; however, Alternate Placement Paraprofessionals are provided for those students who have bilingual instruction written on their IEP. Students with disabilities receive all services they are mandated to receive as indicated on their Individual Education Plan. These services include: Occupational Therapy, Physical Therapy, Speech, Counseling, and SETSS.

5. Transition Plan for Students reaching Proficiency

At the end of the 2011 school year 19 students exited the ESL program based on their NYSESLAT scores. We hope to continue

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?

1. Describe your plan for SIFE students

At the present time we have two SIFE children. For the parents, we have them meet with the parent coordinator to inform them of various community services that are at their disposal. For example, Greater Ridgewood Youth Council, YMCA, Child Health Plus, and various cultural organizations within the community. For the child we provide him/her with a buddy to translate if necessary. This would also help him/her acclimate into the school setting. He/she will also be placed in the appropriate ESL setting. The child is also offered additional support services such as, AIS, small group instruction, individual instruction, ESL push-in services as well as extended day services. All of this is to acclimate the student in their social and academic environment.

2. Plan for Newcomers

Describe your plan for ELLs in US schools less than three years (newcomers).

Our new ELL students are placed in the age appropriate grade and then assigned to instructional groups based on their level of proficiency. Certified ESL teachers provide instructional services which are tailored to meet the needs of each child. Our students are provided with a peer buddy who speaks their language to help them adapt to their new environment and who may act as a translator during the school day. In addition, our students receive AIS services and continued enrichment during our extended day tutorial.

Parents of new ELL students are welcomed into the school by our staff and our parent coordinator. The parent coordinator gives the new parents a tour of the school and gives the parents her telephone number and encourages them to call her. To the best of our ability, a translator is provided if necessary. If a translator is not present on staff, we utilize the translation services provided by the regional office.

The parents of ELL students are also invited to parent orientations which are scheduled throughout the year. At these orientations, parents are given information about the various services provided to their children. An open discussion is encouraged. In addition, parent-workshops are also given in order to bridge the gap between home and school.

3. Plan for long-term ELLs

Children who are here for three or more years are given extra AIS help during the day and are invited to our before or after-school program. These students also receive additional help during our 37.5 minute tutorial period. In addition, if funds are available, we offer a before school and after school tutorial program for ESL students.

4. Plan for Alternate Placement in Special Education

Currently we have nine self-contained special education classes which include ESL students. We do not have Bilingual Special Education Instruction; however, Alternate Placement Paraprofessionals are provided for those students who have bilingual instruction written on their IEP. Students with disabilities receive all services they are mandated to receive as indicated on their Individual Education Plan. These services include: Occupational Therapy, Physical Therapy, Speech, Counseling, and SETSS.

5. Transition Plan for Students reaching Proficiency

At the end of the 2011 school year 19 students exited the ESL program based on their NYSESLAT scores. We hope to continue

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. Provide high-quality curriculum instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - P.S. 68 utilizes a Balanced Literacy approach to reading, writing, listening and speaking.
 - We follow the Teacher's College Literacy program. This methodology includes running records, mini lessons, individual conferences, guided reading, advancing on the writing continuum, and improving independent reading skills.
 - P.S. 68 utilizes the Envision Math Program.
 - Students are expected to arrive at school on time and are expected to have minimal days absent.
 - Our school expects students to read a minimum of 25 books per year.
 - Students are expected to complete their homework each night.
 - Our teachers foster academic rigor by teaching to individual needs through small group instruction.
 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - Our PTA holds monthly meetings to inform parents of the on goings in the school. In addition, parent-teacher conferences are conducted bi-annually in November and then again in March.
 - P.S. 68 provides information to all parents through the school newsletter, The Spark. This year we are also sending home monthly goal letters for each grade with individual strategies to help each student reach the goals.
 - In addition to the parent-teacher conferences that are held twice a year, P.S. 68 hosts a Meet the Teacher night in September and Open School week in November.
 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Report cards are distributed three times a year.
 - We continue to distribute Goal Letters that are sent out to parents at the beginning of each month. These letters outline what is being learned in each subject during the month and ways parents can help their child meet their individual goals.
 - P.S. 68 administers interim assessments. These reports are made available to parents through ARIS.
 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - P.S. 68 provides opportunities for communication with parents at PTA meetings, Leadership Team meetings, parent-teacher conferences, individual phone or in person conferences, and Meet the Teacher night.
 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - Parents are invited to visit their child's classroom during open school week in November. In addition, parents are welcome to make an appointment to visit their child's classroom at any other time during the school year.
 - This year, the Principal plans to conduct walkthroughs of the building with the parents in an effort to allow parents to see what their children are learning.
- Our Parent Coordinator works closely with the ESL department to ensure that our parent's voices are heard. Most of our documents are translated and we provide translation at every meeting. We currently implemented a "Parent Room" where parents can gather to: read books, use the computer, take copies of notices and see what is happening activity and curriculum wise throughout the school. Our parents are invited to a monthly craft group and are invited to parent workshops that are provided by outside vendors including Sylvan Learning.

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)?

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.

Our ESL teachers have congruence sessions with the classroom teacher during their common preps. They discuss each students' progress, reflect on instruction and plan lessons. Professional development which focus' on ELL strategies is also provided during grade conferences, faculty conferences and school-based and regional professional development sessions. Assistant Principals, common branch teachers, ESL teachers, guidance counselors, special education teachers, OT/PT, speech therapists and the parent coordinator are invited to staff development that will ensure they are working as best they can with ESL students. Staff attend curriculum training in reading and writing at Teachers College and at in house meetings. In addition, our content area teachers attend meetings outside of school. Our guidance counselor,OT/PT, speech therapists etc are involved in all in house staff development and work closely with the ESL department to identify the students they work with and communicate how to best address their needs. Our staff participates in ESL congruence days where they meet to plan. In addition, we provide staff development on Professional Development days and when support from our network visits. We keep records of these meetings by listing dates, having agendas, and attendance signature sheets.

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?

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5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

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 - This year, the Principal plans to conduct walkthroughs of the building with the parents in an effort to allow parents to see what their children are learning.
- Our Parent Coordinator works closely with the ESL department to ensure that our parent's voices are heard. Most of our documents are translated and we provide translation at every meeting. We currently implemented a "Parent Room" where parents can gather to: read books, use the computer, take copies of notices and see what is happening activity and curriculum wise throughout the school. Our parents are invited to a monthly craft group and are invited to parent workshops that are provided by outside vendors including Sylvan Learning.

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)	8	3	7	6	2									26

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

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

- 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?

Our ELL students take content area tests in English and need further support to gain proficiency in content areas.

- Describe how the school leadership and teachers are using the results of the ELL Interim Assessments.

Our School Leadership Team along with our ESL teachers, Literacy and Math Coaches, and classroom teachers meet regularly to review all Interim Assessments. This information is used to plan staff development and to differentiate the instruction to the student's individual needs.

- What are the implications for the school's LAP and instruction? How is the Native Language used?

Our LAP is based on the results of the NYSESLAT and all other assessments, both formal and informal. In order to improve the instruction of our students both in literacy and the content areas we plan for extensive professional development in strategies that are effective for ELL Learners including TPR, repetition, picture-word association, picture walks, role playing and guided conversation as well as SIOP- Sheltered Instruction Observation Protocol- activities, language experience and integrated language arts approach.

In addition, the "Foundations" Program is utilized as an additional intervention strategy. A student that receives a beginner or intermediate score on the above-mentioned exams receives a double period or 100 minutes of daily instruction, five times a week, by a certified ESL teacher. A student that receives an advanced score on these same tests receives a single period or 50 minutes of daily instruction, five times a week, by a certified ESL teacher.

In first grade the listening and speaking range was as follows: A total of 12 out of 32 students scored proficient. A total of 17 out of 32 students scored at the advanced level, 3 out of 32 scored at the Intermediate level and 0 at the Beginner level. This indicates that 38% scored at the Advanced level, 9% at the Intermediate Level and 0% at the Beginner level. In Reading and Writing, the range was as follows: a total of 4 out of 32 students scored Proficient, 7 out of 32 students scored at the Advanced Level. In addition, 13 out of 32 students scored Intermediate. 8 out of 32 students scored at the Beginner level. This indicates that 22% scored at the Advanced level, 41% scored at the Intermediate level and 25% at the Beginner level.

In the second grade the Listening and Speaking range was as follows: A total of 2 students scored proficient and a total of 19 out of 26 students scored at the Advanced level, 2 students scored at the Intermediate level and 3 scored at the beginning level. This indicates that 73% scored at the Advanced level, 2% at the Intermediate level, and 11% at the Beginner level. In Reading and Writing, the range was as follows: A total of 10 students scored at the Advanced Level, 7 scored at the Intermediate Level, and 3 scored at the Beginner level. This indicates that 38% scored at the Advanced Level, 27% scored at the Intermediate Level, and 12% at the Beginner Level.

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B	0	0	0	0	1								
	I	3	4	1	3	0								
	A	18	18	11	15	13								
	P	11	3	5	7	13								
READING / WRITING	B	8	0	5	5	2								
	I	14	1	8	8	9								
	A	7	11	4	9	13								
	P	3	5	0	3	3								

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	11	4	0	23
4	10	13	3	0	26
5					0
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	9		9		8		0		26
4	5		17		5		0		27
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		6		14		3		21
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				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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. 68

School DBN: 24Q068

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anne-Marie Scalfaro	Principal		12/1/11
Karen Gleason	Assistant Principal		12/1/11
Barbara Malave	Parent Coordinator		12/1/11
Eliza Chiriac	ESL Teacher		12/1/11
Gloria Harris	Parent		12/1/11
Pamela Hotis	Teacher/Subject Area		12/1/11
Susan Ibelli	Teacher/Subject Area		12/1/11
n/a	Coach		12/1/11
n/a	Coach		12/1/11
Carolyn McNulty	Guidance Counselor		12/1/11
Diane Foley	Network Leader		12/1/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q068 **School Name:** Cambridge School

Cluster: 2 **Network:** 204

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 interviews and feedback from P.T.A. and School Leadership Team indicate that parents are interested in learning English. Most parents indicate that they want notices and meetings to be conducted in English with translations available on an as need basis.

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.

Parent interviews and agenda items at School Leadership Teams and P.T.A. Meetings indicate a preference for English Language materials with translation services available as needed. Currently, we have approximately 750 parents. The predominate language spoken other than English is Spanish. However, there is a small amount of parents that speak the following languages: Chinese, Polish, Thai, Romanian and Arabic. In order to accommodate parent, letters sent home are translated into Spanish the dominate alternate language and other languages upon request. Results of the needs assessment were discussed at School Leadership Team Meetings, P.T.A. Meetings and parent workshops. Parents are most concerned about understanding teachers at Parent Teacher Conferences. There is a need for translation of some parents at these conferences. This is provided by school staff upon request.

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 will be provided as requested by parents. Written translations are provided by in-house school staff. Notice provided by the Department of Education and the Region are translated in various languages and distributed to those families that have been identified as needing the service.

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.

In house teachers, school aides and /or paraprofessionals will provide interpretation as needed in the following languages:
Spanish, Polish, Chinese, Romanian, Thai and Arabic!

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>.

Interpretation and translation of all notices will be provided by school staff as available. Translations services letters are displayed in the hallway by the parent bulleting board. Each notice is displayed in all languages so that the parents can read and understand the services available for them.

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
School Year 2011-2012

Form TIII – A (1) (a)

Region 4 CSD 24 School Building PS 68Q
 Grade Level(s) K-5 Number of Students to be Served: 759 LEP 176 Non-LEP 583
 Number of Teachers 50 Other Staff (Specify)

**School Building Instructional Program/Professional Development
 Overview
 Title III, Part A LEP Program**

School Description

PS 68 is located in the Ridgewood section of Queens. It is currently a Title I school with a poverty level of 80%. Our administration consists of one principal and two assistant principals. Currently, we have a student enrollment of just about 760 students. Approximately 81% of these students are Hispanic, 3% are African American, 11 % are Caucasian and 4% are Asian. Nearly 25 % of the student body are English Language Learners (ELL) with approximately 6.8% of these students arriving in this country within the past 3 years. In order to meet the needs of these English Language Learners, PS 68 follows the wishes of these children’s parents by providing an ESL program of instruction using the push-in model as a support to the classroom teacher for 1 to 2 periods each day during the Balanced Literacy Period. This program is provided to English Language Learners from kindergarten through fifth grade.

Instructional Program

P.S. 68’s Title III program provides English Language Learners with supplemental instruction in an Early Bird program as well as an After School program. Students’ NYSESLAT scores, portfolios, State Math scores, running records and formal and informal observations are used to determine the additional instruction necessary for these children. The Early Bird program will service grades 2 and 3. The Afternoon Instructional program will incorporate ELL students in Grades 4 and 5.

The **Early Bird Program** specifically addresses instruction to improve language development, writing and vocabulary. The math component will focus on problem solving,

numeration, measurement, etc. The Early Bird program will meet 3 days per week (Monday, Tuesday and Wednesday) for approximately 60 sessions from 7:05 a.m. to 8:05 a.m. During the months of November through April. This program will meet every morning up until the State Reading Test and the State Math Test. The Early Bird Program will service approximately 30-40 students in both grades 2 and 3. Instruction will be provided by a certified ESL teacher to help students meet the standards in math, reading and writing. We chose to use a Balanced Literacy approach to reading and writing because it is a framework designed to help all students learn to read and write effectively. The Literacy Workshop model that we will use at PS 68 is a model designed to teach children to read and write in order to reach grade level status. With this model, based on the research of Marie Clay, Irene Fountas, and Gay Su Pennell, children read and write each day independently and in group settings (both large and small). Our teachers will focus on four different types of reading experiences: Reading aloud to children, Shared reading, Guided reading, and Independent reading. Children will also participate in Shared writing, Writer's workshop, and Interactive writing in Grade 3 depending on the need of the students. Listening and speaking will also be emphasized in this integrated language approach. All experiences meet the Common Core Standards for Language Arts Instruction.

Supplementary non-fiction instructional materials that focus on the areas of student need will be provided to augment this instruction. General instructional supplies such as markers and chart paper will be purchased to support the program. Third graders will be given baggies of "just right" books for reading that is more content based. Third and fourth graders will receive content books to support the unit of study that will help prepare them for the social studies and science tests.

The ***After School Program*** specifically addresses instruction to improve language development, writing and vocabulary. The math component will focus on numeration, measurement, and problem solving. It will meet 3 days per week (Monday, Tuesday and Wednesday) for 60 sessions from 3:02p.m. to 4:02 p.m. The after school program will service approximately 30-40 students in both grades 4 and 5. Instruction will be provided by a certified ESL or teacher to help students meet the Standards in math, reading and

writing. We chose to use a Balanced Literacy approach to reading and writing because it is a framework designed to help all students learn to read and write effectively. The Literacy Workshop model that we will use at PS 68 is a model designed to teach children to read and write in order to reach grade level status. With this model, based on the research of Marie Clay, Irene Fountas, and Gay Su Pennell, children read and write each day independently and in group settings (both large and small). Our teachers will focus on four different types of reading experiences: Reading aloud to children, Shared reading, Guided reading, and Independent reading. Children will also participate in Shared writing, Writer's workshop, and Interactive writing in Grade 3 depending on the need of the students. Listening and speaking will also be emphasized in this integrated language approach. All experiences meet the Common Core Standards for Language Arts Instruction.

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Our math program, like the reading program, is a research-based pedagogy that will help teachers prepare students to meet common core standards. The Coach test (Grades 3 through 5) will review all the underlying material students encounter on the state math test and will aid in preparing students for this assessment.

For Listening/Speaking, students will listen to books on tape, tapes to enhance vocabulary and tapes to improve syntax. Students will also work in small group listening centers and participate in teacher facilitated discussions. For Reading, our teachers focus on language development through shared reading, guided reading, independent reading and read aloud. Grammatical structures, print conventions, and phonological patterns will be explored through shared reading. Vocabulary development and literary enjoyment will be explored primarily through the read aloud as well as other components. Comprehension will be explored through guided reading as well as the other components. Students will practice the skills they learn during independent reading. Independent reading will include

partner discussions and teacher conferencing for assessment. For writing, the students will develop interactive and independent writing skills through activities that include instructional support in content, meaning and syntax provided by teacher models. Activities such as time lines, graphic organizers, and word work will enhance and promote language development.

Professional Development

P.S. 68's Title III Professional Development Program will focus on providing teachers with scaffolding differentiated instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all state assessments. Teachers will participate in professional development workshops. These professional development sessions will be facilitated by the school principal and ESL teachers. Four teachers and one supervisor working in the supplementary instructional program will receive 3 sessions of professional development before school from 7 to 8 a.m.

Topics that will be addressed during these professional development sessions are as follows:

1. One hour professional development sessions will be devoted to the strategies needed to prepare ELL students to meet the city and state standards and to gain a clear understanding of the NYSESLAT test.
2. One hour professional development sessions will be devoted to Differentiated Instructional Strategies used in the workshop model emphasizing language objectives.
3. One hour professional development sessions will be devoted to mathematical instructional strategies to develop and enhance students' skills and performance on the city and state assessments. Included in this staff development, will be an increase in content area teaching including science and social studies.

Parent and Community Involvement

P.S. 68's Title III program will provide ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops so that they can better assist in the education and learning of their children at home. A series of one hour workshops will be held (times to be announced) to accommodate different schedules.

Workshops will address the following:

- Parents will be coached in how to use math strategies in problem solving.
- Parents will become familiar with the ESL learning standards and the NYSESLAT assessment.
- Parents will become familiar with the English Language Arts and English as a Second Language Performance Standards.
- Parents will also have the opportunity to attend an adult ESL class.

Parent workshops will be facilitated by the ESL Coordinator, the Parent Coordinator, Math and Literacy coaches, and/or administrators.

School District 24
BEDS Code 342400010068

For Title III Professional Development

BUDGET NARRATIVE

**** MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION**

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
<i>Code 15 Professional Salaries With Fringe</i>	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY <i>(as it relates to the program narrative for this title)</i>
Code 16 <i>Support Staff Salaries</i>	
Code 40 <i>Purchased Services</i>	
Code 45 <i>Supplies and Materials</i>	
Code 46 <i>Travel Expenses</i>	

School District 24
BEDS Code 342400010068

For Title III Professional Development

Code 80 <i>Employee Benefits</i> <i>Fringe</i>	
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	

School District 24
 BEDS Code 342400010068

For Title III Instructional Program

BUDGET NARRATIVE

**** MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION**

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 Professional Salaries With Fringe	Early Bird $2 \times 50.06 \times 59 = 5907.08$ Administrator $1 \times 52.39 \times 59 = 3091.01$ After School $2 \times 50.06 \times 59 = 5907.08$ $1 \times 52.39 \times 59 = 3091.01$
Code 16 Support Staff Salaries	
Code 40 Purchased Services	
Code 45 Supplies and Materials	
Code 46 Travel Expenses	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY <i>(as it relates to the program narrative for this title)</i>

School District 24
BEDS Code 342400010068

For Title III Instructional Program

Code 80 <i>Employee Benefits</i>	
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	

School District 24
BEDS Code 342400010068

For Title III Parent Community Involvement

BUDGET NARRATIVE

**** MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION**

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 <i>Professional Salaries</i>	$4 \times 3 \times 22.81 = 273.72$ $1 \times 3 \times 52.39 = 157.17$
Code 16 <i>Support Staff Salaries</i>	
Code 40 <i>Purchased Services</i>	$\$ 1,000.00$ Parent Involvement
Code 45 <i>Supplies and Materials</i>	$\$1400.00$
Code 46 <i>Travel Expenses</i>	

School District 24
Community Involvement
BEDS Code 342400010068

For Title III Parent

Code 80 <i>Employee Benefits</i>	
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
School Year 2011-2012**

Form TIII – A (1) (b)

Region 4 CSD 24 School Building PS 68Q

**Title III, LEP Program
School Building Budget Summary**

Category	Proposed Expenditure
Code 15 – Professional Salaries	\$17,996.27
Instructional	
Professional Development	\$ 430.89
Parent/Com. Involvement	\$1,000.00
Total Code 15	
	\$19,427.16
Code 45 – Supplies and Materials	
Instructional	\$1400.00
Professional Development	
Parent/Com. Involvement	
Total Code 45	
Code 80 – Employee Benefits	
Instructional	\$
Professional Development	
Parent/Com. Involvement	\$
Total Code 80	
Code	
Instructional	-----
Professional Development	
Parent/Com. Involvement	
Total Code	
School Budget Summary Total	\$20, 827.16

**Title III, Immigrant Program
Budget Summary - Only Selected Schools**

Category	Proposed Expenditure