



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS/IS 268

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q268

PRINCIPAL: LISSA GRANT STEWART EMAIL: LGRANTS@SCHOOLS.NYC.GOV

SUPERINTENDENT: LENON MURRAY

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
Lissa Grant Stewart	*Principal or Designee	
Melody Davis	*UFT Chapter Leader or Designee	
Watisha Medlock	*PA/PTA President or Designated Co-President	
Althea Collymore	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Tiffany Skinner	Member/ Teacher	
Daryl LaCorte	Member/Teacher	
Gloria Nelson	Member/Teacher	
Joenne Hinds	Member/Parent	
Theresa Smith	Member/Parent	
Indira Persaud	Member/Parent	
Steve Horton	Member/Parent	
Monira Khandaker	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1: By June 2012 special education students will demonstrate progress towards achieving State standards as measured by a 3% increase in students scoring at Levels 3 and 4 on the NYS English Language Arts and Math assessments.

Comprehensive needs assessment:

The analysis of Special Education students in grades 4-8 shows that of the 68 students that participated in the New York State English Language Arts Assessment, 28% of students achieved level 1; 56% of students achieved level 2; and 16% students achieved level 3 and 4. In the New York State Math Assessment, 21% of students achieved level 1; 57% of students achieved level 2; and 22% of students achieved level 3 and 4. Additionally, our New York City Progress Report shows that we did not receive extra credit for this sub-group population.

Instructional strategies/activities

- a) Teachers will implement the Harvard protocol for looking at student work during grade and Inquiry Team Meetings.
 - Based upon student work, modifications will be made to the curriculum/instruction to address all levels of learners.
 - Teachers will utilize and integrate thinking maps.
 - Small group work will be focused on differentiating instruction utilizing a multi-modality approach.
- b) Teacher teams, coaches, service providers, paraprofessionals, network support, and administrators will implement these strategies/activities.
- c) Through inquiry, teachers will discuss the effectiveness of the assessments used to monitor student progress. Teacher teams will closely monitor student work and engage in responsive teaching.
- d) Implementation will be September 2011-June 2012.

Strategies to increase parental involvement

- Parents will be invited to interact with his/her child's teacher inside of the classroom by appointment for ten minutes to acquire and practice similar skills at home with his/her child.
- Distribute written progress reports containing student goals and strategies.
- Educate/Inform parents of effective strategies that can be used at home to help children perform at a significantly higher level in reading and writing.
- Inform parents about ways to support their children through parent workshops and Parent Teacher Association (P.T.A.) meetings

Strategies for attracting Highly Qualified Teachers (HQT)

- At the present, our teachers are highly qualified by the city and state measures, however when vacancies do exist, administrators and selected teachers attend Hiring Fairs and collaborate to formulate a school-level hiring committee to interview prospective candidates. We offer a variety of internal and external professional development opportunities for our teachers to enhance their practice. Staff will engage in professional development activities to develop expertise around selected topics such as Thinking Maps, differentiated instruction, and multi-modal instruction. It is our expectation to maintain a professional learning community for all of our staff.

Service and program coordination

- Saturday Test Sophistication Program.
- At present we do not have a relationship with many community organizations. This is an area of need for our school. We are continuously seeking assistance from various Community Based Organizations to enhance our instructional program.

Budget and resource alignment

Resources for Professional Development Sessions:

- Per Session and Per Diem will be funded with Title I and Fair Student Funding

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2: By June 2012 students will demonstrate progress towards achieving State standards as measured by a 3% increase in students scoring at Levels 3 and 4 on the NYS English Language Arts and Math assessments.

Comprehensive needs assessment:

Our data indicates that our students are not making adequate progress in performance as measured by the New York State English Language Arts and Math Assessments. The analysis of students in grades 3-8 shows that of the 378 students who participated in the New York State Math Assessment, 4% of students achieved level 1; 39% of students achieved level 2; and 56% of students achieved level 3 and 4. On the New York State English Language Arts Assessment, 7% of students achieved level 1; 50% of students achieved level 2; and 43% students achieved level 3 and 4.

Instructional strategies/activities

a)

Teachers will implement the ELA Instructional Bundle in the Fall and the Math Instructional Bundle in the Spring.

- Teachers will analyze student work products throughout the instructional ELA and Math units.
- Based upon student work samples and student abilities, modifications will be made to the curriculum/instruction to ensure rigorous learning experiences for all students.
- Teachers will utilize the Common Core Bundles as a guideline for modifying the curriculum in all content areas.

Teachers will establish a culture of learning

- Teachers will emphasize the importance of the content being taught by demonstrating genuine enthusiasm during instruction.
- Teachers will uphold high expectations for student learning and achievement.
- Teachers will insist upon high quality work from students.

Teachers will focus on using question and discussion techniques in all lessons.

- Teachers will pose high quality questions and ensure adequate wait time for student responses.
- Teachers will create an environment in which genuine discussions take place.
- Teacher will engage all students in discussions.

Teachers will design tasks that incorporate argument writing.

The Extended Day Program will be modified and structured to meet the needs of the students.

- Guided Reading instruction, with an emphasis on informational text, will be provided. Additional interim TC assessments will be administered to monitor student progress.
- The 'Do the Math' program will be implemented. There will be an emphasis on building fluency in math and problem solving.

Professional Development in the use of Early Childhood Assessment of Mathematics (E-CAM) will be provided by our network instructional support staff and teachers will administer the assessment.

- Teachers will use the assessment to tailor instruction to the specific needs of the students.

b) Teacher teams, coaches, service providers, paraprofessionals, network support, and administrators will implement these strategies/activities.

c) Teachers will modify a current unit of study modeling the Common Core Bundles and analyze student work products to evaluate the effectiveness of the instruction

- Staff will engage in professional development activities to raise the level of instruction to meet the citywide expectations.
- Staff will norm their scoring of the tasks using the Common Core bundled rubrics.
- Staff will utilize common planning time to modify a current unit of study modeling the Common Core Bundles.

Annual Goal #3: By June 2012, the student attendance rate will increase from 94.3% to 95%.

Comprehensive needs assessment:

- The analysis of attendance data shows that there are students who are chronically late or absent. The attendance team has identified these students and included them in our outreach methods.

Instructional strategies/activities

a)

- The attendance team reviews school attendance and lateness records. Parents are notified by phone and in writing and encouraged to improve their child’s record.
- The attendance teacher makes home visits and provides intervention.
- The Guidance Counselor reaches out to students during the Breakfast Program.
- The School Messenger provides automated phone messages to the homes of late and absent students.
- Incentive awards are provided to celebrate perfect attendance.
- Students with chronic lateness records are enrolled in the “Wake up New York” program.
- The early morning Champs program encourage students to get to school early so they can participate in sports.

b)

- The attendance team, attendance teacher, teachers, para-professionals, network support, and administrators will implement these strategies/activities.

d) Implementation will be September 2011 through June 2012.

Strategies to increase parental involvement

- Educate/Inform parents of effective strategies that can be used at home to engage children in high quality discussions.
- Inform parents about ways to support their children regarding attendance and lateness through parent workshops and during Parent Teacher Association (P.T.A.) meetings

Strategies for attracting Highly Qualified Teachers (HQT)

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Service and program coordination

- Champs Program to promote attendance
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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	16	16	N/A	N/A	0	0	1	0
1	18	18	N/A	N/A	2	0	0	0
2	21	21	N/A	N/A	0	0	0	0
3	24	24	N/A	N/A	1	0	0	4
4	21	21	6	0	1	0	0	0
5	24	24	6	0	0	0	0	0
6	21	16	10	10	7	0	1	0
7	20	15	10	10	8	0	0	0
8	20	18	10	10	8	0	0	0
9								
10								

11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Small group instruction is provided during the Extended Day Program two times per week. We utilize a guided reading program designed to increase the reading fluency and comprehension skills of students with a focus is in non-fiction informational books.
Mathematics	Small group instruction is provided during the Extended Day Program two times per week. We utilize the “Do The Math” program.
Science	Small group instruction is provided to remediate deficiencies tested in the NY State Science Exam. The primary thrust of the program is to prepare students the NY State Assessment.
Social Studies	Small group instruction is provided to remediate any deficiencies tested in Social Studies Exams.
At-risk Services provided by the Guidance Counselor	The Guidance Counselor provides at-risk counseling to students who have difficulty managing their behavior. Small group and/or individual counseling sessions are designed to build short term coping strategies to overcome an immediate emotional obstacle or manage behavior.
At-risk Services provided by the School Psychologist	The School Psychologist addresses the needs of at risk students as needed.

At-risk Services provided by the Social Worker	The Social Worker provides at-risk counseling and support to students who have been identified at PPT meetings as having difficulty adjusting to school and are in need of crisis intervention.
At-risk Health-related Services	The School Nurse provides Asthma Management Classes to students in Third grade and newly admitted students above the third grade who have not received it in their previous school. This is a pull out program conducted during the school day. The program educates students about Asthma and how to manage it.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Joyner-Wells	District 29	Borough Queens	School Number 268
School Name PS/IS 268			

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

Principal Lissa Grant Stewart	Assistant Principal Mia Peebles-Davis
Coach Kelli Caldwell	Coach Gloria Nelson
ESL Teacher Fe Moste, ESL	Guidance Counselor Catherine Marasa-Russi
Teacher/Subject Area Alescia Gibson	Parent Maria Bermeo
Teacher/Subject Area Michelle Mosley	Parent Coordinator Debra Simms
Related Service Provider D. Batiste	Other Lia Zakov, teacher
Network Leader Joanne Joyner-Wells	Other Jennifer Arnoux, teacher

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	613	Total Number of ELLs	42	ELLs as share of total student population (%)	6.85%
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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. 

The initial identification of possible ELL students is conducted by the ESL teacher with the student. The ESL teacher assists the parent with the completion of the HLIS and conducts an informal interview with the parent and the student in English and their Native Language. The assistance of a Native Language translator is provided if needed. The ESL teacher administers the LAB-R and determines ELL service eligibility by reviewing the HLIS answers for new students and the results of the LAB-R results for Spanish speaking students. Students who score 26 or below are eligible for services. The RLAT is used annually to evaluate ELL students who have taken the NYSESLAT. The amount of ELL service is determined by the NYSESLAT score/level. The ESL teacher reviews the RLAT and RNMR reports to identify who is eligible for ELL services. The ESL teacher will work to ensure all four components of the NYSESLAT are given.

Within 10 days of registration a determination is made regarding which students are eligible to receive ELL services. Eligible parents receive an invitation to an orientation workshop to discuss the ELL program. The ESL teacher facilitates the presentation of an information video which describes the ELL program and the three school based choices. The workshop also includes a Question and Answer segment and support to complete the program selection form. When needed, Native Language translators are available for translation. The Parent Coordinator and or ESL teacher provides a friendly phone call and a written reminder of the scheduled orientation workshop date and time.

The ESL teacher reviews the results of the HLIS, informal interview answers and the LAB-R results to determine ELL services eligibility. If it is determined that the student is eligible for ELL services an entitlement letter will be issued to the parents. The ESL teacher will contact the parents to inform them of their child's eligibility, the issue date of the entitlement letter and the expected return date for the Parent Survey and Program select forms.

The ESL teacher reviews the forms upon their return, notes the parent selection options. If more than 15 parents are interested in a bilingual program a class will be formed. If less than 15 parents are interested in a bilingual program, the ESL teacher informs the parents of the location of the nearest bilingual program and the Freestanding ESL program available at PS/IS 268Q. A Native Language translator is available for translation when needed.

During the 2011- 2012 school year, 5 new students were eligible for ELL services and each of their parents selected the Freestanding ESL program. For the 2010-2011 school year, 9 new students were eligible for ELL services and each of their parents selected the Freestanding ESL program. Therefore, the Freestanding ESL program is aligned with our parent s' selection.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	6	9	9	6	5	2	3	1	1					42
Total	6	9	9	6	5	2	3	1	1	0	0	0	0	42

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	7
SIFE		ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	30			12						42
Total	30	0	0	12	0	0	0	0	0	42

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	6	6	4	1	1	3	0	0					25
Chinese														0
Russian														0
Bengali	1	3	3	1	4	1	0	1	1					15
Urdu														0
Arabic														0
Haitian	1			1										2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	6	9	9	6	5	2	3	1	1	0	0	0	0	42

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).

A. Programming and Scheduling Information

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?

PS/IS 268's students are heterogeneously grouped by grades. The ELL instructional model for grades K to 4 is a push in program with a focus on the classroom and ESL teachers providing collaborative teaching in all subject areas. Students in grades 1-8 are also provided with small group instruction through the "pull out" method. The students receive either "4" or "8" 45 minute periods of instructional time according to their proficiency levels. Content Area instruction is delivered in the English language using the Balanced Literacy approach. Small group instruction via strategy lessons are also provided to the ELL students. The students are engaged in ability level reading materials and are provided with one on one explicit instruction to target areas in need of improvement. Students enrolled in the ELL program receive small group strategy lesson which include visual supports and or Listening Center activities. The visual support (pictures) or Listening Center activities include building academic vocabulary, strengthening comprehension skill and improving writing techniques. Students who have been receiving ELL services for 4 to 6 years, are provided with multi-layer lessons that build upon identified strengths. Students who have been identified as having Special Education needs receive individualized assignments with concrete manipulatives to support the understanding of the skill.

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

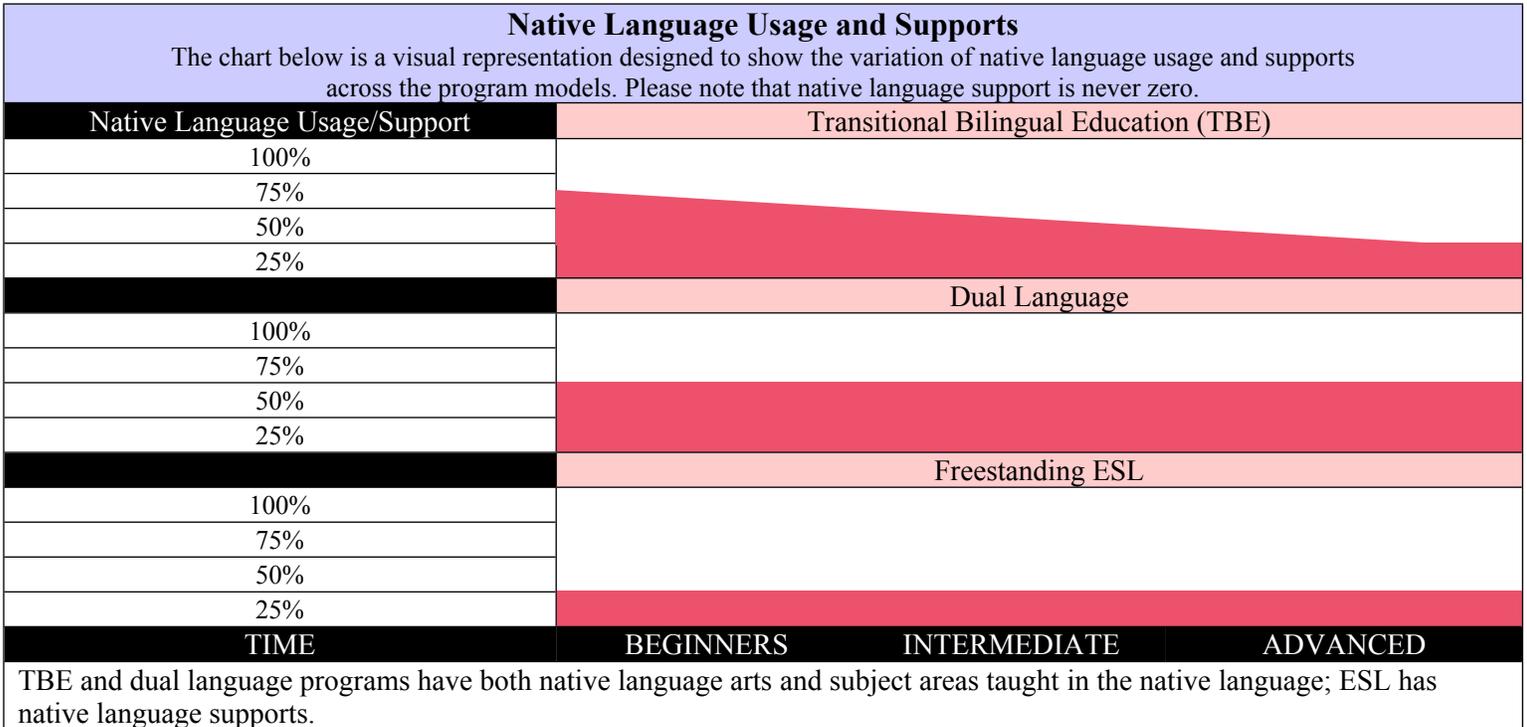
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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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 materials used)?

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?

Our targeted intervention program for ELL's in ELA, Math, Social Studies and Science are delivered through small group guided classroom instruction taught by English speaking elementary teachers. An afterschool program will be also offered in the 2011-2012 school year. Our transitional support for ELL's reaching proficiency on the NYSESLAT is to gradually release the students dependence from the ESL teacher to the classroom teacher and the classroom routines they may have missed during the pull out sessions. The teachers will "tuck" supportive techniques & strategies into the ELL's student conferences. We would like to focus on improving the transitional support based on the teacher's and students' feedback. The pull out model for grades K-3 has been discontinued based on research and in-house observations that the push in model would provide stronger language acquisition. ELL students are afforded equal access to all school programs and are encouraged to participate to increase their language acquisition. All ELL students are offered an afterschool program that incorporates ELA, Math, Technology, Science and Social Studies. Each classroom contains interactive learning centers in all subject areas and Listening Centers in grades K-1. Classroom in grades K-3 have desktop computers and in grades 4-8 each student has an individual laptop. The students also participate in interactive SmartBoard lessons. Lower elementary school teachers incorporate ELL student's native languages in Shared Reading and Circle Time activities. All required service support and resources correspond to ELL's ages and grade levels. Early enrollment students receive a welcome packet which describes our instructional approaches, extracurricular activities. Spanish is offered as an elective language for students in grades 6-8.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

On a monthly basis ELL strategies are shared by the ESL teacher with common branch, subject area and special education teachers during grade conferences, faculty conferences and informal student progress discussions. The ESL teacher, administration and common branch teachers will attend CFN professional development session, to date our school has attended a October 14 and November 21, 2011 session. Students transitioning from the elementary grades to our middle school grade participate in orientation assemblies held by the 6th grade Assistant Principal and or guidance counselor. Staff members will receive several 45 minute ESL professional development sessions over the school year which will focus on providing strategies and techniques to support ESL instruction. The teachers of ESL students will

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.

On a monthly basis ELL strategies are shared by the ESL teacher with common branch, subject area and special education teachers during grade conferences, faculty conferences and informal student progress discussions. The ESL teacher, administration and common branch teachers will attend CFN professional development session, to date our school has attended a October 14 and November 21, 2011 session. Students transitioning from the elementary grades to our middle school grade participate in orientation assemblies held by the 6th grade Assistant Principal and or guidance counselor. Staff members will receive several 45 minute ESL professional development sessions over the school year which will focus on providing strategies and techniques to support ESL instruction. The teachers of ESL students will receive on going professional development over the school year. Staff members who have college courses in ELL strategies will submit a copy of their college transcript which will be placed in their file, otherwise they will receive training through in-house sessions provided by the ESL teacher. A completion certificate will be issued.

E. Parental Involvement

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

We have several active parents, including our ESL parents, involved in many of the community building functions at our school. Translators are hired for the ELL Orientation Meeting, Parent Teacher Conferences, Parent Association meetings and school-wide parents/community events. Surveys, which can be translated into their Native Language, are sent home to gather parental feedback regarding our communication systems and improvement suggestions. Informal conversations are held during morning arrival and dismissal times with our ELL parents. Their feedback/suggestions are discussed during administrative meetings and when applicable implemented. The Parent Coordinator is in contact with many neighborhood churches and organizations. Our multicultural activities and events assists our parents with becoming familiar with our school community and therefore more comfortable with being an active member of the school community.

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)	1													1
Intermediate(I)	1													1
Advanced (A)	3													3
Total	5	0	0	0	0	0	0	0	0	0	0	0	0	5

NYSESLAT Modality Analysis

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

PS/IS 268 uses TCRWP running records, letter and sound identification to assess early literacy skills. The results from those assessments provide the classroom and ESL teacher with starting points to begin targeted literacy support.

Of the 9 kindergarten who took the LAB-R 2 years Beginner and 7 years Intermediate. The Spring 2011 NYSESLAT results showed that

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.

N/A

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q268 **School Name:** PS/IS 268

Cluster: 2 **Network:** 2.05

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.

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

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

The written and oral translation needs were determined by the Home Language Surveys, informal meetings, and requests made to the parent coordinator and teachers. Additionally, an informal survey was given to the school community. We have noticed an increase in parent participation since the school has provided translated written materials and interpreters for meetings, events, and conferences,

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.

The written translations of documents are being provided for report cards, flyers announcing events, and school notifications, These documents are translated by computer translation programs, staff members, and parent volunteers.

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

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

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS/IS 268Q	DBN: 29Q2.5
Cluster Leader: Joyner-Wells	Network Leader: Joyner-Wells
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 41 Grades to be served by this program (check all that apply): *K *1 *2 *3 *4 *5 *6 *7 *8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: PS/IS 268 provides our LEP students with a freestanding ESL Program which servicing students in grade Kindergarten – 8. ESL students are offered the opportunity to participate in small group instruction during the 50 minute program by the ESL teacher and through after-school programs. We provide an after -school Title III ELL Program offered for one hour sessions, two days per week, (Mondays and Fridays), to provide enrichment. This program is offered to students in grades K-5 from January through March. A total of thirty-five students will participate in the after-school program. The students are divided into a Beginner & Intermediate group and an Advanced group. Each group consists of two teachers K-5 English speaking teachers providing instruction. During each class session, Beginning and Intermediate students will be engaged in activities to promote standard English conversations (Listening and Speaking). Advanced students will be engaged in reading and writing activities. Vocabulary development will be included in each instructional activity for both groups. The students will learn new vocabulary by listening, seeing, and playing with the words in real life experiences. Listening and speaking skills will be addressed by watching video clips to learn useful phrases in diverse settings, producing and recording conversational phrases, and listening to and responding to stories, and developing comprehension. Beginner students will develop literacy skills by learning alphabet letter names, shapes and sounds and learning English phonemes.

The ESL teacher will develop language acquisition skills through a hands-on, interactive approach with both groups. The common branches teachers will co-teach with the ESL teacher as she provided instructional support through ESL strategies. The ESL teacher will provide 40 minutes of support with each group. On Mondays she will begin working with the Beginner Group (2:50 pm to 3:20) then work with the Intermediate and Advanced Group from 3:20 to 4:00 pm) On Fridays, she will begin working with the Intermediate and Advanced Group for 40 mins then work with the Beginner group for 40 minutes. The students will be working with the non-certified ESL teachers for 40 minutes during each session while the ESL teacher is working with one of the groups. Students work co-operatively with their peers to develop language by participating in class discussions, playing language based games, and role playing using strategies provided by the ESL teacher. They will also work on vocabulary development to increase reading comprehension and writing skills and other activities that will help them meet the standards. Students use instructional materials such as flash cards, picture cards, and game boards.

Instruction will be differentiated for the different ELL subgroups, as recommended in their IEPs, and provided by a licensed Special Education teacher. Additionally, students are provided with all of their necessary accommodations. Students who have reached proficiency levels on the NYSESLAT are cycled out of the program. They are all provided with academic intervention services and test accommodations for two years after completion to help them transition out of the Freestanding ESL Program. Collaboration between the classroom teachers and the ESL teacher is continued to help

Part B: Direct Instruction Supplemental Program Information

support students. The long term ELL students are given extra academic support. The Pupil Personnel Team and LAP team monitors their academic progress and evaluates them to determine if there are other factors that are preventing them from meeting the proficient level. Students in each subgroup meet the mandated number of instructional minutes; the Beginning and Intermediate level students receive 360 minutes per week of ESL services while the Advanced students receive 180 minutes per week.

Explicit ESL instruction is delivered by the ESL teacher by teaching varied listening, speaking, reading, and writing strategies and skills with the use of thematic units relevant to their classroom work in the content areas. Some of the materials used are trade books, listening tapes, multicultural resources, and authentic informational reading materials. Some of the materials we are using are On Our Way to English and Story Books Collection by Rigby, Visions by Thompson, Avenues by Hampton-Brown, Keep on Reading by People's Publishing Group, the Oxford University Press books for the middle school, the books of the month, and other materials suggested by the regional office through the Language Learning Support Center.

Targeted intervention is provided for students in reading, math and content areas. Student assessments are analyzed and skill deficiencies are addressed by both the ESL teacher and the classroom teachers.

ELL students are provided with support as they transition from elementary to middle school and from middle school to high school. The guidance counselor provides assistance in helping students acquire the skills necessary to advance to the next level. Also, students in grade 7 and 8 are matched to an appropriate high school. We provide an advisory program for students in grades 6-8. The advisory program helps students develop their emotional and social skills, problem solving and resolving conflicts and core skills such as goal setting and managing personal resources.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: All personnel working with ELL students are provided with professional development. The ESL teacher participates in staff development sessions along with the classroom teachers; these are provided by a Child First Network staff. There are several 45 minute sessions scheduled for the school year and 3 hour region based workshops. The ESL teacher participates in lab-site lessons and meetings to develop reading and writing skills. The target grades are Kindergarten through third grade, which reflects the majority of our students.

Additionally, the ESL teacher is provided with three half day ESL training sessions by the Children First Network, which she turnkeys to our staff members. This training is geared specifically for addressing the needs of ESL students in Reading and Writing and is aligned with instruction provided in the Title III

Part C: Professional Development

Program. The ESL teacher will participate in professional development offerings provided by the Integrated Curriculum and Instruction Learning Support Organization as well as support from the ESL Instructional Specialist.

Teachers are provided with ARIS and Acuity training in order to use the data from interim assessments to drive instruction. General education teachers are provided with 7.5 hours of training and special education teachers are provided with 10 hours of training in teaching ELL’s. Trainings take place during grade meetings, and on staff development days designated by the Department of Education.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: We will be offering 2 parent workshops, the first one will be held on February 27, 2012. The parents will visit the classrooms to observe 30 mins of demonstrated ESL strategies with their child/class. Following the class visit the Parent Coordinator and the ESL Teacher will conduct a Question and Answer segment about Best Practices for Home Support. A sample of the topics for the workshops are Reading Alouds: Expand Vocabulary and Model Fluency and Ways to Make Math Fun. The topics will be included in the afterschool program invitation letter. The workshops will focus on familiarizing the parents with the ESL afterschool program and providing helpful suggestions to try at home. The parents will also be invited to meet with the teacher to discuss the ESL Progress Report on April 2, 2012 from 2:40 to 3:30 pm. This narrative report will be distributed on the last day of the program, March 30, 2012.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		